Service-Learning Annual Report

Wichita State University

2014-2015

Prepared by: Dr. Rhonda Lewis, Ph.D., MPH, Dr. Natalie Grant, Ed.D. LMSW

and Chelsea Redger, MS

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Executive Summary

The Service-Learning report will talk about our highlights from 2014-2015 academic year. A partnership between Academic Affairs and Student Affairs was formed with the creation of the Faculty Fellows and the hiring of an Assistant Director, Student Involvement with responsibilities for Service-Learning. The team began the creation of developing a Service-Learning initiative for Wichita State University which included the creation of a formal identity, defined Service-Learning and identified outcomes, hosting symposiums for faculty development, assessments for faculty, students and community, creation of marketing materials and faculty resources (i.e. manual, reflection, sample syllabi) and the formation of the Service-Learning Advisory Committee.

Photo: Service-Learning Team, September 24, 2014 Symposium

Definition, Outcomes and Team

Definition

Service-Learning (S-L) at Wichita State University is an experiential learning method that integrates community service with instruction and reflection to increase student civic mindedness and build community capacity.

Outcomes

- Applied Learning
- Engage Diversity
- Critical Thinking
- Reflection
- Community Impact
- Student Experience

Service-Learning Team

Rhonda K. Lewis, Ph.D., M.P.H.
Professor of Psychology
316-978-3695
rhonda.lewis@wichita.edu

Natalie Grant, Ed.D., LMSW
Assistant Professor of Social Work
316-978-7250
natalie.grant@wichita.edu

Chelsea Redger, M.S.
Assistant Director, Student Involvement
316-978-3022
chelsea.redger@wichita.edu

Advisory Committee

Bethany Bledsoe, Admissions Representative	Dr. Kathy Coufal, Professor & Chair Communication Sciences & Disorders	Brandon Johnson, Executive Director, Community Operations Recovery Empowerment (CORE)	Nick Messing, Coordinator of Leadership Development	Tanner Wilson, LAS Student

A Year in Review

Symposiums- Faculty and Staff Development

September 24- "**Introduction to Service-Learning at Wichita State University"**

- Associate VP Dr. Muma provided history and introduction of team

- Service-Learning definition and outcomes shared

- Best practices and exemplars from other institutions were provided

- Service-Learning Champion Buttons and informational cards distributed

- Symposium participants provided examples of service, volunteerism, and student academic club community activity on campus in order to begin framing the difference between Service-Learning and community service/volunteerism/internships

- Introduced S-L manual, advisory committee and distributed faculty assessment

November 12- **"Service– Learning: Nuts and Bolts: Tips, Tools and S-L Method"**

- Introduced data from faculty assessment

- Provided clear differences between Service-Learning and other opportunities at WSU

- S-L Glossary

- Sample syllabi, reflection strategies, and course description examples were provided

- Presented experiences and Service-Learning Method, and examples of method via Alternative Break, introduced Civic Leadership and Service Summit

- Wu's Big Event– as annual day of service event (October and May)

March 25- **"Introduction to the Service-Learning Manual"**

- Provided an example of the Service-Learning Method via the Alternative Spring Break trip to Washington D.C.

- Presented highlights from the Service-Learning Program Manual for Faculty and Administrators

    o Reflection and Technology were featured topics

Photo: Service-Learning Team, March 25, 2015 Symposium

Marketing Development

Developed a robust marketing plan including the creation of an informational card (see appendix) that included our definition, outcomes and contact information. We also created the Service-Learning Champion buttons for supporters and stakeholders of the S-L initiative. Buttons and informational cards were distributed at the Symposiums as well as sent to university administrators. We also began work on the development of our S-L website which includes a glossary, symposium PowerPoints, resources and definitions/outcomes.

Civic Leadership and Service Summit- February 20, 2015

The first Civic Leadership and Service Summit was developed and hosted by Student Involvement- Civic Engagement and co-sponsored by Center for Community Support and Research and the Service-Learning team/ Dr. Muma and Academic Affairs. A keynote panel of community based leaders kicked off the summit, including Brandon Johnson (CORE, Inc.) a member of our S-L Advisory Committee, Matt Jordan (Kansas Leadership Center), Michelle Eastman (Rainbows United) and Becky Springer (The United Way). The panel was noted in post event evaluations as the student attendee's favorite part of the day, as well as, being the most impactful part of their experience. Additionally, students selected from four breakout sessions including:

- o Service-Learning: What is it and Why is it important?- Dr. Rhonda Lewis and Dr. Natalie Grant (Service Learning Faculty Fellows)
- o Socially Responsible Leadership: A Look at the TOMS Story (Chelsea Redger, Asst. Director, Student Involvement)
- o Service and your Resume (Chelsea Redger, Student Involvement and Melissa Christanson, CCSR)
- o VISTA: AmeriCorps Vista Fellows (Teresa Strauz, CCSR)

The summit concluded with service in the Wichita community at two service sites- Rainbows United and The Museum of World Treasures.

Manual

The first step of the Service-Learning manual series was created with a focus of faculty and administrators. This manual highlights best practices and serves as a step by step guide to embedding service-learning in the classroom and community. Please see the full manual in the appendix section.

Faculty and Community Partner Consults

The team provided a number of individual consults throughout the year. Suggestions included reflection practices, technology, syllabus and course design, community placements and service-learning checklist method. Below are the WSU and Community Based Organizations served:

- Dr. Chuck Koeber | Senior Associate Dean of LAS, Associate Professor of Sociology
- Department of Communication Sciences and Disorders
- Kara McCluskey, PE | Engineering Technology Faculty
- ProKANSAS and Engineering Technology Faculty Team
- Kansas Leadership Center | Matt Jordan
- Jim Means | Executive Director USD 259 Career and Technical Education

Research and Assessment

Faculty Assessment

The faculty service-learning assessment survey was launched in October of 2014 to gather information from faculty to determine how faculty defined service-learned and whether faculty included a service-learning component in their courses. A total of 910 emails were sent out. Two hundred and ninety-four faculty completed the questionnaire this resulted in a 32% response rate. Fifty-three percent of the respondents were women and 47% were men. The most shocking finding was that 91% of respondents had not worked with the Student Involvement Office to obtain resources. Ninety-two percent had not had students involved in Alternative Spring Break experiences. Fifty-nine percent did not currently offer a service-learning component in their courses. However, 67% were willing to attend a workshop about service-learning. The survey indicated that 69% of the respondents had utilized community resources for implementing service-learning. All colleges were represented in the results. Thirty-three percent of the respondents had worked with community-based organizations such as Rainbows United and Larksfield Place.

Student Pilot Survey

The student pilot survey was launched in February of 2015 to gather baseline information about student's attitudes about service-learning before they engage d in service-learning projects and then the idea was to assess the student's attitudes and beliefs after they participate in a service-learning project. Several surveys were constructed from preexisting surveys that asked about student's perception of belonging and sense of community about their connectedness to campus. Approximately 35 students have completed the survey including students from a few classrooms and participants who spent time in the Alternative Spring Break Trip to Washington D.C. Before school ends the same students who completed the baseline survey will complete the posttest survey.

Alternative Spring Break Pre/ Post Assessment

Each student participating in the Alternative Spring Break (ASB) trip to Washington D.C. was administered a pre-test before departure and a posttest upon return. Student learning was measured in the areas of Leadership Development, Meaningful Interpersonal Relationships, Social Responsibility and Civic Engagement, Multicultural Competency and Clarified Values. Please see Appendix 7 for the full assessment. Results from the assessment are due from the students in May 2015 at the final reflection event.

Service –Learning Initiative Team Timeline- Dr. Natalie Grant, Dr. Rhonda K. Lewis, and Chelsea Redger – PHASE I

	June 2014	July 2014	Aug 2014	Sep 2014	Oct 2014	Nov 2014	Jan 2015	Feb 2015	Mar 2015	Apr 2015
Create S-L Manual	X									
Create a S-L Definition			X							
Create Surveys	X									
Gather Best Practices		X								
Find existing surveys for evaluation		X								
Submit IRB		X								
Meet with the Assistant Director for Student Involvement		X								
Develop Workshop materials		X								
Develop Brochures for Faculty, CBO's and Students		X								
Establish the Advisory Committee	X									
Meet with the Advisory Committee			X		X		X			
Design the Evaluation for S-L on Campus		X								
Design Buttons		X								
Distribute Buttons to S-L Champions				X		X				
Implement the pilot evaluation with comparison group				X						
Develop Website			X							
Assess Faculty about S-L in their Classrooms				X						
Schedule Symposium Faculty Development				X		X			X	
Collect and Analyze data from Evaluations			X			X		X		
Work Collaboratively with Student Involvement										
Disseminate information to the Campus Community										
Interview Faculty, Student and CBO's about S-L experiences										
Develop Report for Dr. Vizzini										X

Next Steps and Recommendations

Next Steps

- Launch Community Based Survey.
- Creation of marketing brochures for targeted populations.
- Meet with Service-Learning Advisory Committee in May 2015.

Recommendations

- Continue to have the Faculty Fellows, Dr. Lewis and Dr. Grant and Student Involvement point person Chelsea Redger, Assistant Director, Student Involvement and the partnership between Student Affairs and Academic Affairs.

- Conduct site visits to other schools and programs to learn more about the services and programs offered.

- Establishment of a cross-disciplinary Service-Learning Certificate with a focus on experiential and applied learning aligning with the University Strategic Plan. Specifically, work to identify course with a Service-Learning component and attribute course through the registrar.

- Develop marketing pieces for Faculty, Students, and Community Based Organizations.

- Create technology transfer application (portal or smart phone app) that allows students to have a portfolio that tracks service hours, type of service, learning outcomes, video, reflection, and testimonial.

- Work with the University Strategic Planning Committee to identify metrics and steps towards gaining the Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching in 2020.

Appendix 1- Marketing- Informational Card

SERVICE-LEARNING

WSU | WICHITA STATE UNIVERSITY

SERVICE-LEARNING

Service-Learning at Wichita State University is an experiential learning method that integrates community service with instruction and reflection to improve student civic-mindedness and build community capacity.

Outcomes for Service-Learning:

- Applied Learning
- Engage Diversity
- Critical Thinking
- Reflection
- Community Impact
- Student Experience

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader." ~ John Quincy Adams

For More Information Please Contact:

Rhonda K. Lewis, Ph.D., M.P.H.
Professor of Psychology
Wichita State University
1845 N. Fairmount, Box 34 | Wichita, KS 67260
316-978-3695
rhonda.lewis@wichita.edu

Natalie Grant, Ed.D., LMSW
Assistant Professor
School of Social Work | Wichita State University
1845 N. Fairmount, Box 154 | Wichita, KS 67260
316-978-7250
natalie.grant@wichita.edu

Chelsea Redger, M.S.
Assistant Director, Student Involvement
Rhatigan Student Center | Wichita State University
1845 Fairmount Street, Box 56 | Wichita, KS 67260
Office: 316.978.3022 | Fax: 316.978.7208
chelsea.redger@wichita.edu

Appendix 2- Service- Learning Faculty Fellows Goals

Service Learning Faculty Fellow's Goals for 2014-2015

Dr. Natalie Grant, School of Social Work and Dr. Rhonda K. Lewis, Psychology

1. Assessing faculty on existing service-learning efforts on the campus.

2. Creating an infrastructure for service-learning at Wichita State University.

3. Gathering service-learning resources to support faculty, students and community-based organizations.

4. Evaluating the impact of the service-learning implementation effort.

WICHITA STATE UNIVERSITY

Service-Learning

A partnership between Academic Affairs

&

Student Involvement, Student Affairs

A Service-Learning Program Manual for Faculty and Administrators

"An education that teaches you to understand something about the world has done only half of the assignment. The other half is to teach you to do something about making the world a better place." -- Johnnetta Cole

Developed by Natalie Grant, Rhonda Lewis & Chelsea Redger, WSU Service-Learning

Wichita State University

Wichita State University is distinguished from other state-supported schools in Kansas by its urban setting. Wichita State's location in the largest city in Kansas enhances the traditional classroom experience by providing students greater opportunities in resources, contacts with business and government leaders, employment and internships. With an enrollment of more than 15,100, Wichita State prides itself on specialized attention to each student. The University's students come from nearly all the counties in Kansas, from almost every state in the United States and from 110 foreign countries. WSU offers the traditional fall and spring semesters. It has the largest number of evening and summer course offerings in the Kansas Board of Regents system.

Mission: To be an essential educational, cultural and economic driver for Kansas and the greater public good.

Vision: Wichita State University is internationally recognized as the model for applied learning and translational research.

University Strategic Goals

Goal 1: Guarantee an applied learning or research experience for every student by each academic program.

Ensures that every student will study a curriculum that engages them in real world experiences that allows them to develop and apply their skill sets, preparing them for jobs upon graduation.

Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university. Ensures that faculty will work across disciplines to create integrated student experiences to develop students' critical thinking skills and help them make important connections between their fields, society and culture.

Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities. Ensures a process where all new initiatives exploit relevant existing or emerging trends including social, business, technology, demographic, policy or economic trends that add to the educational opportunities in Kansas.

Goal 4: Accelerate the discovery, creation and transfer of new knowledge. Improves the educational, cultural and economic well-being of Kansas through increased quantity and quality of research projects that enhance the reputation of WSU, attract funding, or lead to new products by advancing knowledge, producing intellectual property, or transferring knowledge for practical application.

Goal 5: Empower students to create a campus culture and experience that meets their changing needs.

Allows students to create a desired destination campus by stepping away from dictating to students what they should want, or what we think they want, in a student experience.

Goal 6: Be a campus that reflects — in staff, faculty and students — the evolving diversity of society.

Ensures successful fulfillment of WSU's mission by mirroring the variety of types of people found in society.

Goal 7: Create a new model of assessment, incentive and reward processes to accomplish our vision and goals

Welcome to Service-Learning at Wichita State University

A partnership between Academic Affairs & Student Involvement/Student Affairs

This manual has been created to assist faculty, staff and administrators with their integration of Service-Learning into new courses or existing curriculum. Congratulations on your interest in pursuing opportunities for Service-Learning at Wichita State University.

Service-Learning can be a very rewarding opportunity and provide a foundation for a lifetime of civic engagement. A solid preparation is essential for entry into any field and this manual is designed to help pave the way towards understanding and taking an active role in planning Service-Learning as a component of student's educational experience. Read this manual carefully.

Service-Learning has been established as a partnership between Academic Affairs & Student Involvement/Student Affairs at Wichita State University in order to provide support and opportunities for students, faculty and the community to work together addressing community needs and enhancing student performance and experience.

With its location in a metropolitan area approaching half a million people, Wichita State University offers a distinctive setting for Service-Learning. The greater Wichita area offers a wide range of resources for students, faculty and staff.

The **mission** of Service-Learning at WSU:

Service-Learning at Wichita State University is an experiential learning method that integrates community service with instruction and reflection to improve student civic-mindedness and build community capacity.

The **outcomes** of Service-Learning at WSU:

- Applied Learning
- Engage Diversity
- Critical Thinking
- Reflection
- Community Impact
- Student Experience
- Faculty Development

Service-Learning faculty fellows and staff will provide as much support as possible to faculty, students and community partners. If you still have questions, feel free to make an appointment with Service-Learning team. For comprehensive information regarding Service-Learning, please consult the website at http://www.wichita.edu/servicelearning.

Contact Information:

Student Involvement-Student Affairs	Office of Academic Affairs
316-978-3022	316-978-3010
getinvolved@wichita.edu	servicelearning@wichita.edu

<u>**Overview**</u>

<u>*What is Service-Learning?*</u>

Service-Learning is a teaching strategy that integrates service in the community with classroom curriculum. This helps students see communities as places of learning. Reflection is a required component of the service experience. Students learn beyond the classroom and grow through active participation in thoughtfully organized activities and experiences that:

• meet real community needs, including the needs of the school

• develop academic, leadership and employment skills for students

• are integrated/infused into the total curriculum

• are not isolated service activities; but rather, provide structured time for a person to reflect upon the actual service activity

• foster the development of lifelong commitment to service for the community; and the ability to work effectively as a team member

Students engaged in high quality Service-Learning meet the needs of their communities while increasing their academic achievement. Service-Learning students also take part in structured time to investigate community needs, thoughtful planning of the service project and guided reflection regarding the relationship between their service experience and their more traditional in-class learning. Overall, the most important feature of effective Service-Learning programs is that students engage equally with learning and service and reflect on their intersections. **(adapted from SDUISD Service learning**)

<u>See Glossary (Appendix 1) for list of common terms and definitions</u>

<u>*Who may participate in Service-Learning?*</u>

All students are eligible to participate in Service-Learning at WSU. Many courses will have a SL component imbedded into the curriculum and will be required for course credit. Other courses may have SL as an option and the Student Involvement office will also offer SL opportunities for students throughout each year.

<u>*What do students gain from Service-Learning?*</u>

Effective Service-Learning fosters the development of life-long commitment to community service, exemplifies the role of the citizen in a democratic society and teaches students how to work effectively as members of a team. Most importantly, Service-Learning allows students the opportunity to be perceived as part of the solution within their communities, not part of the problem.

Through Service-Learning students can:

- Improve academic and cognitive development
- Improve their self-image, build confidence and competency
- Develop social and interpersonal skills
- Take responsibility for their own learning
- Increases relevancy of education by bringing academic instruction to life
- Enhances learning of values, citizenship and leadership skills
- Applies concepts from the classroom to their service
- Provides knowledge and expertise from the community
- Provides platforms to analyze and discuss civic values
- Allows exploration of career options
- Develops a sense of community and civic responsibility
- Develops contacts within the community

- Provides opportunities to accommodate different learning styles
- Develops connections with people of diverse cultures and lifestyles
- Develops meaningful involvement with the local community

How do the university/ faculty benefit from Service-Learning?

Through Service-Learning:

- Furthers the goals of Wichita State University's strategic plan
- Drives the University as an active, engaged partner in the community
- Enhances teaching, collaborative community research and program development
- Increases student retention
- Enriches the quality and relevancy of the education provided
- Allows for faculty to mentor students
- Assists in the development of innovative approaches to instruction
- Engages faculty and students in local, state and community issues
- Provides awareness of societal issues and opportunities to extend the University's knowledge and resources
- Provides opportunity for professional development

Guiding Values of Service-Learning at WSU

Value 1: Service-Learning does not compromise academic rigor

Academic standards in a course are based on the challenge that readings, presentations and assignments present to students. These standards ought to be sustained when adding a service component. Though experience-based learning is frequently perceived to be less rigorous than academic learning, especially in scholarly circles, we advise against compromising the level of instructor expectation for student learning. Adding a service component, may enhance the rigor of a course because in addition to having to master the academic material, students must also learn how to learn from a service experience and merge that learning with academic learning and these are challenging intellectual activities that are commensurate with rigorous academic standards.

Value 2: Student experience and applied learning are the primary outcomes of Service-Learning.

Establishing learning goals for students is a standard to which all courses ought to be accountable. Not only should it be no different with Service-Learning courses, but in fact, it is especially necessary to hold the students to a high level of accountability. Community Based Organizations are our partners in this process, thus the quality of a students work is paramount to the success of the collaboration. Students must be guided in their development of these objectives so that they are clearly linked with the academic objectives of your course.

Value 3: Reflection is a core element of Service-Learning through critical thinking.

Critical reflection is an analysis of service in the context of course learning. When blending service with the course learning objectives, reflection is the key element in creating meaning for students. Reflection is the component that cultivates student civic mindedness and connects to the greater good.

Reflection can be in the form of journals, essays, class presentations, analytic papers, art work, dialogue, video testimonial, or any other expressive act. The key to effectiveness is structure and direction. The nature and type of reflection determines its outcome. Evaluate your Service-Learning outcomes as you would any other academic product, not their hours of service.

Value 4: Establish criteria for the selection of service placements with a focus on engaging diverse communities and addressing community needs.

To optimally utilize community service on behalf of the course learning requires more than merely directing students to find a service placement. Faculty who are deliberate about establishing criteria for selecting community service placements will find that the learning that students extract from their respective service experiences will be of better use on behalf of course learning than if placement criteria are not established.

> Value 4A: Five essential criteria in all Service-Learning courses:
> 1. The range of service placements ought to be appropriate to the content of the course; homeless shelters and soup kitchens are learning appropriate placement for a course on homelessness, but placements in schools are not.
> 2. The duration of the service must be sufficient to enable the fulfillment of learning goals; a one-time two-hour shift at a hospital will do little for the learning in a course on institutional health care.
> 3. The specific service activities and service contexts must have the potential to stimulate course-relevant learning; filing records in a warehouse may be of service to a school district, but it would offer little to stimulate learning in a course on elementary school education.
> 4. Community capacity must be positively impacted through the creation of the project.
> 5. Education on the population served, with special consideration to diversity, needs to be integrated into the process.

Adapted from Almonte, P. and, Haffalin, D. "Service-Learning at Salt Lake Community College, A Faculty Handbook;" Howard, J. "Praxis I: A faculty casebook on community service learning" and Leeward Community College service-learning principles.

Service-Learning Tips & Suggestions

Service-Learning is a method and a high impact practice. Best practices in Service-Learning should include:

- Pre-service education (social justice issue, population/community served, need)
- Service (direct service)
- Reflection throughout process (journaling, reflection based group activities)
- Re-orientation service (for travel based service)
- Final reflection

Redger, Chelsea 2012 University of Wisconsin Oshkosh, Service-Learning Checklist Method

Syllabus: Integrating Service-Learning into your class.

Clearly have the Service-Learning component outlined in your syllabus with your expectations of what you want each student to do. For example:

a) Outline what you will accept as Service-Learning. This should be clearly stated in your syllabus. State what Service-Learning is and what it is not.
b) The minimum number of hours needed to complete the Service-Learning requirement (i.e. 15 hours)
c) The academic aspect of the Service-Learning component:
   a. Reflection- students will be given the opportunity to discuss their Service-Learning experience in class and
   b. Students will describe and synthesize their experience into a final paper of what they have learned and gained from the course and from their Service-Learning experience.
d) Appropriate documentation from the Service-Learning/ Community Placement site must be completed. Create a form that lists the name of the site, supervisor's name, student's name and service to be completed.
e) An evaluation form from the supervisor at the Service-Learning/ Community Placement site should be turned in to you at the end of the semester to verify that the Service-Learning project has been completed by the student to ensure accountability.

Reflection: Structuring reflection processes.

Reflection, a key component of an effective Service-Learning experience, enables students to learn from their service experience. Reflection activities should take place throughout the course of the service project and additionally, whenever anything unexpected occurs. Reflecting throughout the process motivates students to think about their decisions and actions as they volunteer. Reflection should be a balance of individual and group activities.

Developing the Environment for Reflection

Providing a safe, respectful and nurturing environment for students to express the wide range of emotions experienced is necessary. Therefore, it may be helpful for students to develop their own list of *Rules of Reflection*.

Examples:
- Participants speak one at a time

- Appropriate language only
- Respect all opinions expressed despite differences

Type up the Rules of Reflection for students and provide a copy to everyone. Refer back to these rules when/if you believe students are straying from them.

How to Structure the Time
Make sure reflection occurs regularly throughout the semester utilizing two or more of the types of reflection activities.

Types of Reflection

Individual reflection activities enable students to analyze the personal impact of their experience. Faculty may wish to have students keep a journal of their experience. In addition, students might write reflective essays or poems to culminate the service experience. An evaluation of the students or groups performance by the agency supervisor also provides opportunity for reflection. In the case of students having individual placement assignments, performance evaluations help prepare students for job evaluations in later life—they are given an opportunity to listen to feedback from a supervisor and to express opinions about their experience.

Journaling

A journal is a record of meaningful events, thoughts, feelings, interpretations and ideas. Faculty may ask students to keep a journal to document experiences at the community site, but should include more than just what the student did that day. Journals should include information on how the student was affected by their experience. Faculty should collect and review journals several times throughout the semester and offer comments and feedback as a mentor.

Why a Service-Learning journal?

- to practice writing
- to analyze service situations
- to articulate reactions to the service experience
- to record the learning experienced and document progress toward the learning objectives.
- to develop recommendation for action or change

Examples of journaling assignment questions:

- Describe your Service-Learning project.
- Include a description of the agency or organization you will be working for (i.e. what is their purpose? What is their history? What is their mission? What are their goals?).
- How is your Service-Learning experience related to the readings, discussions and lectures in class? How does the Service-Learning experience connect to your long-term goals?
- What new skills have you learned since beginning your service?
- What have you done this week to make a difference?
- What characteristics make a community successful?
- How did you feel about your service?
- What, if any, attitudes or beliefs changed for you as a result of your service?
- Describe what you have learned about yourself as a result of your service.

Group reflection activities help students to learn from each other and work together to solve problems. Group reflection activities might include exploring global perspectives of the class' service. Students might focus on how other countries are addressing the same problems, or why different cultures do not have the same problems, leading to exploration of alternative ways to address these problems. Reflection inspires students to stick with a project. Mid-point evaluation of each project helps keep students on task and can bring to light needed modifications. Final evaluation provides closure and can aid future planning.

Examples for the beginning of the semester
- What is the identified problem/community need?
- How are you going to address that need?
- How will the findings be presented and to whom?
- Why are you needed?

Examples for during the semester
- How does your Service-Learning experience relate to the learning objectives of the course?
- What did you observe?
- How has the experience affected you (how did you feel)?
- What has worked?
- What hasn't worked?
- What do you think is (will be) the most valuable service you can offer at your site?
- What has been particularly rewarding about your service?
- How could you improve your individual service contribution?
- Have you taken any risks at your service site? If so, what did you do? What were the results?
- What would you change about your service assignment that would make it more meaningful for you or other Service-Learning students?
- What have you learned about yourself?
- Has your service experience influenced your career choice in any way?

Toward the end of the semester
- What have you learned about yourself?
- What have you learned about your community?
- What have you learned about the population you have served?
- What have you contributed to the community site?
- What values, opinions, beliefs have changed?
- How has your willingness to help others changed?
- What was the most important lesson learned?
- How have you been challenged?
- What impact did you have on the community?
- What should others do about this issue?

Faculty may require students to submit in writing a reflection summary of the discussions in class.

Portfolios

Students can utilize this medium as a way to present a collection of information obtained throughout the semester. It may include portions of their journal, pictures, community site information, brochures, etc. Students can use these portfolios in a formal presentation or to hand in for grading.

Presentations

This medium can be used for students to showcase to their class, community site and/or university their Service-Learning experience. This can be accomplished as a large group, several small groups, or individually.

Video Testimonials/ Vlogging

Allow students to embrace technology and create a video journal project. This method is a very dynamic and interactive method of reflection. Students may work individually, in pairs or groups to create this platform.

E-Portfolios

Service-Learning e-portfolios may include: a service contract and logs, journals, program operations information, relevant academic work, media coverage (including articles in the campus newspaper), evaluations by community members, organizational brochure, plan for action research or other future projects, etc. Service-Learning portfolios are commonly used when service is connected to an academic course and graded and e-portfolios offer an excellent storage and sharing medium.

Celebration

Students should clearly understand that their efforts matter, that they make a difference. The final element of an effective Service-Learning program, CELEBRATION, should entail more than fun. Celebration activities should also enforce students' awareness that their school and community recognize and appreciate their efforts. Celebration provides an opportunity for final reflection. After the work is over, students enjoy thinking back on how they worked with each other and commending one another on their accomplishments. Be sure to include your community partner in the celebration.

(adapted from [Monroe Community College](#))

Technology: Integrating Technology into Service-Learning.

Advances with technology offer Service-Learning faculty, students and communities opportunities to communicate, reflect, document and share Service-Learning efforts. Technology promotes development for all stakeholders and has been shown to enhance student learning and increase civic engagement.

The formats for technology integration are endless and internet resources simply require key word searches in order to locate processes, video tutorials and connections to other faculty who utilize technology in Service-Learning. Hardware that can be integrated can include iPads, wearable technology, digital cameras, cell phones and video tools. Examples of technology integration include faculty structuring activities such as concept mapping, blogging, vlogging, or webpage development, podcasting, visual journaling, video creation, or digital storytelling as assignments or final projects. Students as well as faculty can become more proficient with tech resources that are likely to be utilized in the workplace.

Communication, research & presentations

Social media is not often considered a platform for education; however there are many ways that faculty can incorporate social media sites such as Facebook, Twitter, Instagram and Pinterest into Service-Learning. There are many suggestions online for teaching and learning through social media and most often faculty will find greater communication with and between students.

Facebook: faculty can create a class page to discuss topics and get feedback on projects or learning objectives. Students can also create a Facebook page for their Service-Learning project and communicate with one another as well as community members who are interested or part of the project.

YouTube: host a show or podcast, upload videos into a class page, can also be a resource for researching work that has been done in the community or with other communities.

Twitter: although this requires a commitment to usage in order to produce a system of communication, Twitter allows faculty and students to follow and contribute to topics of their interest. There are hundreds of educational hashtags, as well as Service-Learning hashtags, that when used will connect you to the online Twitter community that shares these interests. In addition to sharing resources, Twitter can help you become more aware of trends and 'trending' topics that can lead to SL ideas and opportunities. The most exciting element can be connecting to leaders and experts in fields, such as Service-Learning and have a line of access to them that is not typical in everyday communication.

Instagram: over 90 million people use Instagram and it offers users an opportunity to capture moments. Service-Learning faculty could have students snap photos throughout the semester or at their project site. Faculty could develop a class page and as students upload pictures they build a visual database and show progression. Photos can also serve as reflection prompts or faculty could create a photo essay or reflection assignment for students to complete on Instagram. By utilizing the caption tool on Instagram, students can use photos as part of their reflection process as well.

Pinterest: has a variety of educational and project uses. Faculty can ask students to build or contribute to a faculty created board. Many resources are available to 'pin' within the boards created and can include text, images, videos, websites, quotes, lectures, research material, reading lists or student created infographics. Many faculty and other student-driven groups utilize Pinterest as a platform for inspiring students and keeping them engaged.

FaceTime/ Skype: Technology and the internet create an interactive environment that influences the way we communicate with one another. Resources such as *FaceTime* and *Skype* can be utilized in Service-Learning between any combination of the faculty, student and community partner environments and allows for joining in online discussions as well as social media. This type of communication reduces power differentials, increases access and this technology integration is regarded as impactful for curriculum and engagement.

As *Reflection* is one of the key drivers of the Service-Learning method, technology offers many resources for faculty to engage students in reflective processes and document their commitment to reflection.

Blackboard remains a helpful tool in utilizing technology for reflection as there are multiple Blackboard formats for creating group and individual discussion boards or areas that prompt reflection and feedback. Blackboard could be utilized to create an e-journal where students gain writing experience, give time and effort to the analysis and articulation of their Service-Learning experiences and reactions and utilize the format for offering suggestions.

Group reflection in Blackboard encourages students to learn from each other and work together to solve problems. Group reflection activities could differ from the individual reflection and may provide an excellent format for student dialogue, with professor interaction, on larger issues associated with the Service-Learning projects.

Google docs can be utilized with groups of students and they can create documents on Service-Learning that they can access anywhere and anytime. They can edit in real time as a group, share information and create chats. It is compatible with word and automatically saves the work.

Crowdfunding has become a strong method of fundraising and the Service-Learning process is a natural fit. Often students want to fundraise for a particular cause or initiative and the internet offers a viable option for gathering resources for virtually any cause. Online platforms allow creators to solicit donations through social media as well as through other electronic means. Students must understand the ethics of fundraising on behalf of a community partner and should seek written permission to contribute to any agency fundraising goals.

Popular Sites for fundraising and crowdfunding include: groundspring.org, artwarefundraising.com, Donorschoose.org, gofundme.com, digitalwish.com, kickstarter.com, indiegogo.com

Useful software might include *PowerPoint, Prezi, iMovie, Adobe Illustrator & Photoshop*

Creation of *Infographics* or *multimedia posters* are popular in this media age. These digital posters share information on the project or lessons learned from a project that might be shared with a larger audience, infographics are designed to present data and other information quickly and concisely. Infographics are widely used on social media.

Ethics & Technology Issues

Additionally, technology offers another layer to the teaching-learning environment as students should engage in ethical online practices and learn about the boundaries associated with internet disclosure, safety and privacy as well as the reach and impact of online activity.

Editing is typically a significant challenge; it can be time consuming and utilizes critical thinking skills as well as decision making with importance placed on development of the final product.

Service Placement: How to best work with a community partner.

There are a number of Service-Learning placements and opportunities in the community, on campus and in the surrounding areas of Wichita that students can get involved. Here are some how to's:

- Identify opportunities for Service-Learning before you establish a Service-Learning component in your class.
- Meet with the community partner to determine what needs might align with the educational goals of your class.
- Invite the community partner to come and speak to your class (i.e. Compeer, United Way of the Plains, Boys & Girls Clubs, Big Brothers, Big Sisters, or the Kansas Humane Society)
- Use the United Way of the Plains phone number 211 and their website to identify service placements. This site offers descriptions about each place and contact information. They offer a variety of Service-Learning opportunities that gives students places to serve. Students can be engaged in Service-Learning projects that fit into their schedules.

Projects that are offered in class can take on different forms. Students can be a part of a group or conduct the Service-Learning project alone. Students can paint a mural, build a house for Habitat for Humanity or mentor a child during a lunch bunch session for Big Brothers, Big Sisters. All of these opportunities can be classified as Service-Learning as long as they are tied to course curriculum and there is a reflection component.

Please see United Way of the Plains website for a list of community-based agencies.
http://www.unitedwayplains.org/

Campus Based Resources: How to Connect to Student Involvement.

Student Involvement is committed to providing opportunities for students to engage in co-curricular and extracurricular experiences to enhance their collegiate experience while at Wichita State.

Student Involvement recognizes the power of a helping hand and strives to coordinate the needs of the community with Wichita State University students who are interested in volunteering. We seek to engage students in opportunities within the community that will support their efforts to be productive citizens. The civic engagement umbrella includes:

- Community Service
- Deliberate Dialogue
- Community Partnerships
- Activism
- Philanthropy
- Service-Learning

Wichita State University's Community Service Board is a new student organization that works to address issues of public concern through service and active citizenship in the community. Our volunteer events are rewarding experiences that complement students' academic pursuits, allowing them to engage and develop while helping build a more vibrant campus culture that enhances their journey as Shockers.

The Community Service Board is a student led organization with an executive team consisting of a President, Vice-President of Membership, Vice-President of Marketing and 4 Cause Committee Chairs (Food & Hunger, Health, Poverty & Homelessness and Youth & Education). The organization plans a variety of service events including:

Wu's Big Event- A bi-annual event held the first Saturday of October and May. The day includes a kick-off event, direct service at a variety of Wichita community sites and a concluding reflection based lunch. This event is open to all students, faculty, staff and friends of WSU. Faculty are needed to serve as reflection leaders each semester.

Service in the City- Single day community service partnerships within the Wichita community. Students, faculty and staff may register online at www.wichita.edu/csbvolunteer for these opportunities.

Immersion Trips- Volunteer based trips that connect students with a community in need.

Alternative Break Trips- Week-long Service-Learning trips that focus on social justice issues and pair WSU students with a community based organization dedicated to making a positive change.

For additional support or questions please contact:

Chelsea Redger, M.S.
Assistant Director, Student Involvement
chelsea.redger@wichita.edu

WSU Policy & Procedures 3.02 Notice of Nondiscrimination (Rev. 3-8-11)

Wichita State University does not discriminate on the basis of race, religion, color, national origin, gender, age, marital status, sexual orientation, status as a veteran, or disability. Any person having inquiries concerning this may contact the Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita, KS 67260-0205. 316.978.6791.

In keeping with university policy, the policies and procedures of Service-Learning are conducted without discrimination on the basis of *race, religion, color, national origin, gender, age, sexual orientation, marital status and political affiliation, status as a veteran, genetic information or disability.*

Grievance Procedures

1. The aggrieved person, in most cases, should discuss the issue with the person they have a grievance against, whether student, faculty, or staff.

2. If the grievance is still unresolved, the aggrieved person should discuss the issue with their advisor.

3. If the grievance is still unresolved, the aggrieved person should discuss the issue with the Service-Learning Director

4. If the issues are still not resolved, there is a university court of appeals or other appropriate civil procedures to be considered. Procedures through the university court of appeals can be found on the Student Life website at www.wichita.edu/studentlife. The WSU Student Advocate (www.wichita.edu/studentadvocate) can help with resolution and grievance procedures.

APPENDIX I

Capstones – Also called a capstone experience, senior exhibition, or senior project, among other terms, a capstone project is a multifaceted assignment that serves as a culminating academic and intellectual experience for students, typically at the end of an academic program. Capstone projects are generally designed to encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency or goal setting—i.e., skills that will help prepare them for college, modern careers and adult life. In a community engaged environment, capstones can be directed to the needs of a specific nonprofit, government or business entity or group of entities with the intention of offering a tangible benefit to that organization(s).

Community Based Learning – Delivers a diverse range of learning opportunities in community venues to all sections of society. Community based learning generally takes place outside of institutions and responds to the notion of community priorities and needs.

Community Engagement – Effective, mutually beneficial collaboration of students, faculty, staff and our community.

Cooperative Education - Cooperative Education is an academic program that allows students to connect academic knowledge with the business and professional world. Co-op expands learning experiences through paid employment in a supervised, educational work setting related to the student's major field of study or career focus.

Civic Participation – Involves working with other individuals or groups of people to deal with an issue facing the community (at any level) or school, which increases love and critical thinking about society, and increases patriotism of all levels.

Community Stewardship – A principle that embodies the planning and management of ALL resources (environmental, economic, civic, community, educational etc.). Community stewardship is achieved through specific duties as a member of the community, which ultimately contributes to effective community. Community stewardship collectively recognizes community, engagement, service and civic participation as integral parts to creating and sustaining a successful community at large.

Critical Reasoning – Supports people to engage in thinking for themselves, which in any area allows individuals to evolve in content based knowledge, societal and ethical consideration and life skills.

Democratic Ideals – The qualities or standards of government, also applies to university government, which advocates for greater equality, opportunity, public support, human rights, beliefs and attitudes.

Engagement – An engaged individual is someone who is involved (beyond minimal responsibilities), has an understanding of responsibilities related to the organization's mission, and an overall feeling of well-being that relates either directly or indirectly to work satisfaction (i.e. faculty engagement and satisfaction).

Experiential Learning – A learning process of making meaning from direct experience and reflection. Experiential learning is not synonymous to service-learning because it is an individual form of learning, rather than a group or community from of learning through experience.

Internships - Internships are paid and unpaid positions related to a student's major or career focus. A variety of paid and unpaid internships are available to students wishing to gain experience.

Practicum – A course of study that is supervised and devoted to practical experience and application within a specialized field, often supervised by a licensed professional. Practicum are generally offered for academic credit, with the student, faculty supervisor and workplace supervisor agreeing on job responsibilities that will yield meaningful experiences for students while providing quality employment for the employer. Students are evaluated with input from the employer and are often required to submit reflections, journals and/or other documentation that connects the work experience to coursework learned in the classroom.

Scholarship of Engagement – Connecting the rich resources of the university to our most pressing social, civic and ethical problems, to our children, to our schools, to our teachers and to our cities. Scholarship of engagement regards service as scholarship when it requires the use of knowledge that results from one's role as a faculty member.--- Ernest Boyer, The Scholarship of Engagement

Service Learning – Service-Learning at Wichita State University is an experiential learning method that integrates community service with instruction and reflection to increase student civic-mindedness and build community capacity. *Wichita State University definition developed by Service-Learning Faculty Fellows and Advisory Board Committee (2014).*

Volunteer or Community Service (non-academic) – A non-curriculum, non-fee based community involvement that provides community or societal assistance, ultimately aiming towards community/societal improvement. Generally, students receive no college credit for these activities although exemplary efforts may be recognized through scholarships, awards, recognition, and other rewards.

Ernest Boyer's, The Scholarship of Engagement – See Figure 1 Below

The scholarship of **discovery** refers to the pursuit of inquiry and investigation in search of new knowledge. The scholarship of integration consists of making connections across disciplines and advancing knowledge through synthesis.

The scholarship of **application** asks how knowledge can be applied to the social issues of the times in a dynamic process that generates and tests new theory and knowledge.

The scholarship of **teaching** includes not only transmitting knowledge, but also transforming and extending it.

The scholarship of **engagement** connects any of the above dimensions of scholarship to the understanding and solving of pressing social, civic and ethical problems.

Cited from "Community-Engaged Scholarship"

Figure 1

Applied Research – Unlike basic research, applied research aims to address and answer real-world problems.

Collective Impact – Individuals that work together to move and improve outcomes, and advocate for what actually works. Collective impact, commonly mixed up with collaboration, strives to improve outcomes consistently overtime, whereas collaboration is historically based on implementing a new program or an idea.

Respectful Reciprocity – A polite mutual or cooperative interchange of favors or privileges.

Synergy – The interaction of two or more agents or forces so that their combined effect is greater than the sum of their individual effects.

Leadership – A skill that provides any area with guidance, direction, and progressive construction. Individuals, businesses, organizations, schools etc., can all be defined as leaders according to their individual standards.

Change Agents – Anything that acts as a catalyst for change. Change agents are embodied by a clear vision, patience and persistence, continuous inquiry; field related or purpose related knowledge, and the creation of trust.

Metropolitan – Of or constituting a large city or urbanized area, including adjacent suburbs and towns. Metropolitan institutions serve the diverse needs of our local communities and regions and we continue to remain anchors for our greater metropolitan regions.

*Glossary Developed by **University of Nebraska at Omaha; w**ith our modified definition of Service-Learning that is used here at Wichita State University*

Appendix 4- Faculty Assessment

The purpose of this survey is to glean information from the Faculty about what Service Learning is and to determine what Service Learning Activities are going on across campus as we try to expand the Service Learning Initiative Across Campus.
How do you define Service Learning? Check all that apply
a).Teaching and learning strategy
b). Tied to course curriculum
c). Volunteer opportunities in the community
d). Structured reflection
e). Learning outcomes related to principles outlined in class
f). Teaching civic responsibility

What course do you currently offer that includes a Service- Learning Component? Please list the course					
Yes.					
No.					
Where do you go on campus to get information about Service Learning for your course? Please list.					

Have you used community resources to get help or information to implement service-learning? If so Please list					
Have you partnered with Community-based organizations to implement a Service-Learning component in your class?					
Yes					
No					
If so which community –based organization have you partnered with? Please list					
Have you had students from your class participate in the Alternative Spring Break Opportunities developed on campus?					
Yes					
No.					
Have you partnered with the Student Involvement Office?					
Yes					
No					
Would you be willing to be contacted to participate further in the Service Learning Initiative on Campus?					
Yes					
No					
What is your gender?					
A. Male					
B. Female					
What is your ethnicity?					
A. Caucasian/White					
B. African American					
C. Hispanic/Latino					
D. Native American					
E. Asian/Asian American					
F. Other					
What Division are you in?					
A. Business					
B. Education					
C. Liberal Arts and Sciences					

D. Health Professions					
E. Engineering					
F. Fine Arts					

What is your age group?					
A. 18-25					
B. 26-30					
C. 31-35					
D. 36-40					
E. 41-45					
F. 46-50					
G. 51 and Over					

What is your Faculty Rank or Title?					
A. Lecturer/Instructor					
B. Adjunct professor					
C. Assistant professor					
D. Associate professor					
E. Full professor					
F. Other					
G. Unclassified Professional who teachers					

WICHITA STATE UNIVERSITY
FAIRMOUNT COLLEGE OF LIBERAL ARTS AND SCIENCES
Department of Psychology

Student Service-Learning Assessment Survey

Consent Form

Purpose: You are invited to participate in a study to determine your attitudes and beliefs regarding volunteer service in the community (i.e. service-learning) and your engagement in the classroom with course content. We also want to find out how connected your are on campus and how you feel about Wichita State University's climate.

Participant Selection: You were selected as a possible participant in this study because you are enrolled in a class that has a service-learning component in it, is a Living Learning Community or was selected at random by the research team to participate in the study. We anticipate gathering information from a small sample of students about 100 students.

Explanation of Procedures: If you decide to participate, you will be asked questions about service-learning what it is and have you participated in it before and your connectedness to school and some basic demographic questions.

Discomfort/Risks: "There are no anticipated risks associated with participating in this study. However, if you feel uncomfortable with a question, you may skip it." However, if you feel uncomfortable with a question, you may skip it."

Benefits: This will allow the researchers information about what service-learning is o this campus and determine what students think about service-learning and how it connects and retains students.

Confidentiality: Every effort will be made to keep your study-related information confidential. However, in order to make sure the study is done properly and safely there may be circumstances where this information must be released. By signing this form, you are giving the research team permission to share information about you with the following groups:

- Office for Human Research Protections or other federal, state, or international regulatory agencies;
- The Wichita State University Institutional Review Board;
- On campus units (Student Involvement Office and Academic Affairs)
- The sponsor or agency supporting the study.

The researchers may publish the results of the study. If they do, they will only discuss group results. Your name will not be used in any publication or presentation about the study.

We will work to make sure that no one sees your survey responses without approval. But, because we are using the Internet, there is a chance that someone could access your online responses without permission. In some cases, this information could be used to identify you. Your data will be protected with a code to reduce the risk that other people can view the responses.

Refusal/Withdrawal: Participation in this study is entirely voluntary. Your decision whether or not to participate will <u>not</u> affect your future relations with Wichita State University. If you agree to participate in this study, you are free to withdraw from the study at any time without penalty.

Contact: If you have any questions about this research, you can contact me at: Drs. Natalie Grant at 978-7258 or email natalie.grant@wichita.edu or Rhonda K. Lewis at 978-3695 or email at rhonda.lewis@wichita.edu.   If you have questions pertaining to your rights as a research subject, or about research-related injury, you can contact the Office of Research and Technology Transfer at Wichita State University, 1845 Fairmount Street, Wichita, KS 67260-0007, telephone (316) 978-3285.

You are under no obligation to participate in this study. By selecting "Yes" below, you are indicating that:

- You have read (or someone has read to you) the information provided above,
- You are aware that this is a research study,
- You have voluntarily decided to participate.

Age

❑ 17   ❑ 22

❑ 18-20   ❑ 23-29

❑ 21   ❑30-39

                                           ❑ 40 and above

Race

❑ African American   ❑ White

❑Hispanic/Latino   ❑Other

❑Native American/American Indian   Gender

❑Asian American   ❑Female

❑ Multiracial   ❑Male

                                           ❑ Transgender

College Rank

❑ Freshman

❑ Sophomore

❑ Junior

❑ Senior

❑ Graduate

Major_____

Previous community service experience

❑ Yes

❑ No

Previous Community Service Frequency

❑Once per year

❑ 2-4 times per year

❑ Monthly

❑Weekly

❑ Not Applicable

Please indicate how much you agree with each statement with 1 being that you strongly disagree and 7 being that you strongly agree with the statement.

		1=Strongly disagree, 7 Strongly agree						
1	Community groups need our help	1	2	3	4	5	6	7
2	There are people in the community who need help	1	2	3	4	5	6	7
3	There are needs in the community	1	2	3	4	5	6	7
4	There are people who have needs which are not being me.	1	2	3	4	5	6	7
5	Volunteer work at community agencies helps solve social problems	1	2	3	4	5	6	7
6	Volunteers in community agencies make a difference, if only a small difference	1	2	3	4	5	6	7
7	College student volunteers can help improve the local community	1	2	3	4	5	6	7
8	Volunteering in community projects can greatly enhance the community's resources	1	2	3	4	5	6	7
9	The more people who help, the better things will get	1	2	3	4	5	6	7
10	Contributing my skills will make the community a better place	1	2	3	4	5	6	7
11	My contribution to the community will make a real difference	1	2	3	4	5	6	7
12	I can make a difference in the community	1	2	3	4	5	6	7
13	I am responsible for doing something about improving the community	1	2	3	4	5	6	7
14	It is my responsibility to take some real measures to help others in need	1	2	3	4	5	6	7
15	It is important to me to have a sense of contribution and helpfulness through participating in community service	1	2	3	4	5	6	7
16	It is important to me to gain an increased sense of responsibility from participating in community service	1	2	3	4	5	6	7
17	I feel an obligation to contribute to the community	1	2	3	4	5	6	7
18	Other people deserve my help	1	2	3	4	5	6	7

19	It is important to help people in general	1	2	3	4	5	6	7
20	Improving communities is important to maintaining a quality society	1	2	3	4	5	6	7
21	Our community needs good volunteers	1	2	3	4	5	6	7
22	All communities need good volunteers	1	2	3	4	5	6	7
23	It is important to provide a useful service to the community through community service.	1	2	3	4	5	6	7
24	When I meet people who are having a difficult time, I wonder how I would feel if I were in their shoes	1	2	3	4	5	6	7
25	I feel bad that some community members are suffering from a lack of resources	1	2	3	4	5	6	7
26	I feel bad about the disparity among community members	1	2	3	4	5	6	7
27	Lack of participation in community service will cause severe damage to our society	1	2	3	4	5	6	7
28	Without community service, today's disadvantaged citizens have no hope	1	2	3	4	5	6	7
29	Community service is necessary to making our communities better	1	2	3	4	5	6	7
30	It is critical that citizens become involved in helping their communities	1	2	3	4	5	6	7
31	Community service is a crucial component of the solution to community problems	1	2	3	4	5	6	7
32	I want to do this (Service-Learning) activity	1	2	3	4	5	6	7
33.	I will participate in a community service project in the next year	1	2	3	4	5	6	7
34	Would you seek out an opportunity to do community service in the next year	1	2	3	4	5	6	7

*Community Service Attitudes Scale Developed by Ann Harris-Shiarella and Anne M. McCarthy   Colorado University Mary L. Tucker Ohio University

Please indicate how participating in *Service-Learning* is likely to impact you with 1 being extremely unlikely and 7 being extremely likely to impact you.

		1=Extremely unlikely, 7 Extremely Likely						
1	I would have less time for my schoolwork	1	2	3	4	5	6	7
2	I would have forgone the opportunity to make money in a paid position	1	2	3	4	5	6	7
3	I would have less energy	1	2	3	4	5	6	7
4	I would have less time to work	1	2	3	4	5	6	7
5	I would have less free time	1	2	3	4	5	6	7
6	I would have less time to spend with my family	1	2	3	4	5	6	7
7	I would be contributing to the betterment of the community	1	2	3	4	5	6	7
8	I would experience personal satisfaction knowing that I am helping others	1	2	3	4	5	6	7
9	I would be meeting other people who enjoy community service	1	2	3	4	5	6	7
10	I would be developing new skills	1	2	3	4	5	6	7
11	I would make valuable contacts for my professional career	1	2	3	4	5	6	7
12	I would gain valuable experience for my resume	1	2	3	4	5	6	7

		Strongly Disagree to Strongly Agree						
1	I learn course content best when I have the opportunity to write about and/or discuss what I'm learning in class	1	2	3	4	5	6	7
2	More Wichita State University classes should incorporate service-learning to the community into school work	1	2	3	4	5	6	7
3	I am aware of some of my own biases and prejudices	1	2	3	4	5	6	7
4	I know that some of the stereotypes I put people into may be unfair to them	1	2	3	4	5	6	7
5	I can learn from people who have different ethnic, cultural, or other backgrounds than me	1	2	3	4	5	6	7
6	It is important to work with people who have different ethnic, cultural or other backgrounds than me	1	2	3	4	5	6	7
7	I am comfortable working with people of diverse backgrounds	1	2	3	4	5	6	7
8	I respect people of diverse backgrounds	1	2	3	4	5	6	7
9	I expect the course material to be reinforced by the service-learning experience	1	2	3	4	5	6	7
10	I expect to be more interested in this course because of the service-learning experience	1	2	3	4	5	6	7
11	I expect my service learning experience to be adequately linked to the course project	1	2	3	4	5	6	7
12	I expect my service-learning experience to enhance my interactions with the course teacher	1	2	3	4	5	6	7
13	I expect my service-learning experiences to either help me determine my major, or reinforce the choice of major I've already made	1	2	3	4	5	6	7
14	I expect my service-learning experience to either help me determine my career, or reinforce the choice of career I've already made	1	2	3	4	5	6	7
15	I expect that writing about and/discussing my service-learning experience will help me learn the course material better	1	2	3	4	5	6	7
16	I expect to be able to apply what I learn in the classroom to everyday life	1	2	3	4	5	6	7

*Volunteer and Service Learning Center- Buffalo-State University Survey

		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1	Students my age can do things to make the world better	1	2	3	4	5
2	I can make a difference in my neighborhood or town.	1	2	3	4	5
3	I feel responsible for helping others	1	2	3	4	5
4	I often think about the needs of others	1	2	3	4	5
5	Helping to solve community problems is something everyone should do	1	2	3	4	5
6	I intended to volunteer throughout my whole life	1	2	3	4	5

*Construct Social Responsibility

Sense of Belonging Scale

		Strongly agree						Strongly Disagree
1	I feel like a part of the university	1	2	3	4	5	6	7
2	There is at least on lecturer (or other person in the department I can talk to if I have a problem	1	2	3	4	5	6	7
3	I feel included in my department	1	2	3	4	5	6	7

School Sense of Community Scale

		Strongly Agree						Strongly Disagree
1	I really feel like I belong here	1	2	3	4	5	6	7
2	There is a sociable atmosphere on campus	1	2	3	4	5	6	7
3	I wish I had gone to another college instead of this one	1	2	3	4	5	6	7
4	Students feel they can get help if they are in trouble	1	2	3	4	5	6	7
5	I would recommend this college to students from my high school	1	2	3	4	5	6	7
6	My parents like this college	1	2	3	4	5	6	7
7	There is a strong feeling of togetherness on campus	1	2	3	4	5	6	7
8	I someday plan to give alumni contributions to this college	1	2	3	4	5	6	7
9	I really enjoy going to school here	1	2	3	4	5	6	7
10	Students here really care about what happens to this college	1	2	3	4	5	6	7
11	I feel very attached to this college	1	2	3	4	5	6	7
12	Campus life is very stimulating	1	2	3	4	5	6	7
13	If I am going to college next year I will go here	1	2	3	4	5	6	7
14	There is a real sense of community here	1	2	3	4	5	6	7

Appendix 6- Community Based Survey

Service-Learning

Community-Based Assessments

Community Partner Asset Survey Form[12]

Agency Name:_____ Date:_____
Agency Website:_____
Person completing this form:_____Title:_____
Phone:_____Email:_____
Address:_____Mis
sion of
Agency:_____
_____

Check the type of volunteer opportunities that are available with your organization:

❏ One Time only ❏ Long-term only ❏ Both

Please check the population that your agency services:

() Youth   () Senior Citizens   () People with Disabilities   () Women/Girls/Men/Boys
() Animals/Pets   () Families   () Gays, Lesbian, Bisexual, Transgender   () Alcohol and Drugs
() Homeless   () Low Income   () English as a Second Language   () Veterans
() Specific Health Condition:_____
() Specific Racial/Ethnic/Cultural Group:_____
() Other:_____

Supervision: The supervisor is required to be available to the students (collectively) face to face at least one hour per week to provide teams and on occasion, individual team members, with guidance and support relevant to their work. Is the supervisor listed above prepared to provide this level of support?

___Yes
___NO- Please explain_____
Supervisor Information:
Name:_____
Title:_____
Degree(s) and Certifications:_____

[12]This form is based on Falk, A. & Williams, P. (2008). Community Service for Families (FMST 387) Agency Survey Form. Towson, MD

Sample Community Partner Asset Survey Form

Years of Experience_____

Past Supervisory Experience:_____

Email_____

Direct Phone Number:_____

Best way for students to contact supervisor: Email phone   both

Best time for students to contact supervisor:_____

Project Criteria: Please rate your agencies ability to provide a project which meets the following criteria.

Project Criteria				
Supervision: There is someone to provide consistent and guidance to students for 1 hour per work.				
Project Timeframe: The agency has to project that be completed within the time frame of one semester.				
Tangible and Concrete: The agency has a project that will lead to an identifiable and concrete produce such as a handbook that is created or a fair or family/community event that is executed.				
Support: the agency has the funds, staff and resources necessary to support the project.				
Relevance: The agency has a project relevant to the discipline and class.				
Appropriateness: the agency has a project appropriate to the knowledge, skill, professionalism, and				

maturity of college students talking on their 1st service experience.				
Learning Value: the agency has a project that enables students to develop their professional skills and knowledge while providing service to the agency.				
Student Time Commitment: the agency has a project that would allow students at least 15 hours of experience during the semester (50% onsite, 50% for projects relevant to research/assignments to develop and implement the project).				

Sample Community Partner Asset Survey Form (Continued)

Given these requirements, do you have a project that is suitable for Wichita State University students?

_____YES

_____NO-Please explain_____

If yes, please describe the project briefly in the space below. Please include ways that the project incorporates the goals listed
above._____

_____

_____

_____

_____

Project Hours: Given the agency's operating hours and the nature of the project that you have described, please circle the days and hours that would best meet your needs. Please cross out the days and times that would not work.

SUNDAY	MORNING	AFTERNOON	EVENING
MONDAY	MORNING	AFTERNOON	EVENING
TUESDAY	MORNING	AFTERNOON	EVENING
WEDNESDAY	MORNING	AFTERNOON	EVENING

THURSDAY	MORNING	AFTERNOON	EVENING
FRIDAY	MORNING	AFTERNOON	EVENING
SATURDAY	MORNING	AFTERNOON	EVENING

Project Logistics:

Primary address where students would provide service, fi different from the mailing address provided above_____

Is this location accessible by public transportation?

___YES_please provide details_____

NO_____

Is transportation required for the project you have identified, other than getting to the primary service site (will the students need to travel to multiple locations)?

____Yes-Is this additional transportation possible via public transportation, and if so, provide details_____

NO

Are there any safety issues relevant to the project and services sites that we should be aware of?

YES—Please describe_____

____ NO

Are students allowed to attend Board Meetings and/or Staff Meetings?

___Yes

___NO

Are there any special requirements for students? (ie. must be 18 and older or have MD Driver's License)

____YES-Please describe_____

____NO

Questions: Please use the space below to list questions or concerns you have.

_____
_____
_____
_____
_____

Appendix 7- Alternative Spring Break Pre-Post Survey

Alternative Spring Break Pre-Post Assessment

Name:	
Major:	
Year in School:	
Date:	

Introduction to Learning Outcomes *(provided by NACA, developed from CAS Standards)*

      Being a student leader on a college campus is a unique opportunity that provides a wide array of learning opportunities that not only enhance the collegiate experience but also will enhance life after college. This document serves as a learning map for student leaders as they grow and develop through participation in student organizations, community service, campus employment, grass roots activities, leadership fellowship positions, mentoring relationships with campus activities advisors, etc. Connecting what they learning in the classroom to their experiences outside the classroom is a vital aspect of student leader development.

Through your engagement in Student Involvement functional areas it is our hope that you will develop in the following areas:

1. **Leadership Development-** Student Leaders involved in campus activities must understand that their role is to be a positive change agent, to influence others and create a vision. Leadership is a process rather than a position. Leadership is relationship oriented and situational in nature.

2. **Meaningful Interpersonal Relationships-** Establishing meaningful interpersonal relationships are critical for successful leadership in campus activities. Student leaders often rely on committee volunteers to carry out the essential tasks related to providing programs and services. The work of campus activities is often supported by several on and off-campus constituencies. Professionalism, diplomacy and recognizing the support of others will enhance organizational effectiveness.

3. **Social Responsibility and Civic Engagement-** Student leaders must role model social responsibility and be civic minded at all times but especially when representing the college/university. On and off campus behavior should match the values of the organization and institution leaders represent.

4. **Multicultural Competency-** Multicultural Competency is developed through the celebration of diverse cultures, advocacy for the needs and identities of all members within the community, recognition of the diverse communities within the campus community and beyond, education and awareness of the concerns of those diverse communities, and support of the ongoing inclusion, understanding and dignity of all members within and beyond the campus community. Being able to understand one's own identity, as well as recognizing the similarities and differences of others, will equip students to serve and lead as citizens in a global society.

5. **Clarified Values-** Understanding personal and organizational values play a significant role in achieving effective leadership in Campus Activities. Clarified values offer the leader a compass to navigate through a variety of leadership situations and challenges. Student leaders and programmers should reflect and engage in the process of values clarification to enhance personal growth and organizational effectiveness.

CORE COMPETENCIES

1. **DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME -LEADERSHIP DEVELOPMENT**

Intro—Student leaders involved in campus activities must understand that their role is to be a positive change agent, to influence others and create a vision. Leadership is a process rather than a position. Leadership is relationship oriented and situational in nature.

Student Leader: Please rate yourself based on each of the statements below.

LEADERSHIP DEVELOPMENT	Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree
Understands the skill set of the membership and utilizes it effectively for engaging them in accomplishing the group's goals	1 2 3 4 5 6 7
Hold self and members accountable	1 2 3 4 5 6 7
Develops an organization inclusive of teambuilding, collaboration and strategic planning	1 2 3 4 5 6 7
Encourages institutional pride and community building among campus	1 2 3 4 5 6 7
Thinks creatively and innovatively when solving problems or issues*	1 2 3 4 5 6 7
Makes decisions based on ethical standards*	1 2 3 4 5 6 7
Empowers others through trust, delegation, and communicating clear expectations*	1 2 3 4 5 6 7
Overall Leadership Development	1 2 3 4 5 6 7

2. DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—MEANINGFUL INTERPERSONAL RELATIONSHIPS

Intro—Establishing meaningful interpersonal relationships are critical for successful leadership in campus activities. Student leaders often rely on committee volunteers to carry out the essential tasks related to providing programs and services. The work of campus activities is often supported by several on and off-campus constituencies. Professionalism, diplomacy, and recognizing the support of others will enhance organizational effectiveness.

Student Leader: Please rate yourself on each of the statements below.

MEANINGFUL INTERPERSONAL RELATIONSHIPS	Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree
Establishes mutually trustworthy and rewarding relationships with students, faculty and staff member, friends, and colleagues	1 2 3 4 5 6 7
Listens to and reflects upon others' point of view	1 2 3 4 5 6 7
Treats others with respect; gives value by actively demonstrating that oneself and others matter	1 2 3 4 5 6 7
Develops and maintains satisfying interpersonal relationships that support and clarify personal values, goals, and interests	1 2 3 4 5 6 7
Delivers constructive feedback*	1 2 3 4 5 6 7
Overall Interpersonal Relationships	1 2 3 4 5 6 7

3. **DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—SOCIAL RESPONSIBILTY AND CIVIC ENGAGEMENT***

Intro—Student leaders must role model social responsibility at all times but especially when representing the college/university. On and off campus behavior should match the values of the organization and institution leaders represent.

Student Leader: Please rate yourself based on each of the statements below.

SOCIAL RESPONSIBILTY AND CIVIC ENGAGEMENT	Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree
Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups	1 2 3 4 5 6 7
Participates in service/volunteer activities and understands the importance of civic engagement	1 2 3 4 5 6 7
Takes responsibility for your own actions and decisions*	1 2 3 4 5 6 7
Understands community, social, and legal standards or norms*	1 2 3 4 5 6 7
Aware of current issues taking place on campus that affect students*	1 2 3 4 5 6 7
Conscious of current issues affecting the Wichita/ Washington D.C. community*	1 2 3 4 5 6 7
Overall Social Responsibility	1 2 3 4 5 6 7

4. **DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME— MULTICULTURAL COMPETENCY**

Intro—Multicultural competency is developed through celebration of diverse cultures, advocacy for the needs and identities of all members within the community, recognition of the diverse communities within the campus community and beyond, education and awareness of the concerns of those diverse communities, and support of the ongoing inclusion, understanding, and dignity of all members within and beyond the campus community. Being able to understand one's own identity, as well as recognizing the similarities and differences of others, will equip students to serve and lead as citizens in a global society.

Student Leader: Please rate yourself based on each of the statements below.

MULTICULTURAL COMPETENCY	Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree
Recognizes the contributions diversity brings to their own campus and society	1 2 3 4 5 6 7
Seeks involvement with people different from oneself	1 2 3 4 5 6 7
Advocates equality and inclusiveness	1 2 3 4 5 6 7
Positively impacts others' perspective on diversity	1 2 3 4 5 6 7
Overall Multicultural Competency	1 2 3 4 5 6 7

5. **DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—CLARIFIED VALUES**

Intro—Understanding personal and organizational values play a significant role in achieving effective leadership in Campus Activities. Clarified values offer the leader a compass to navigate through a variety of leadership situations and challenges. Student leaders and programmers should reflect and engage in the process of values clarification to enhance personal growth and organizational effectiveness.

Student Leader: Please rate yourself based on each of the statements below.

CLARIFIED VALUES	Scale-Level of Agreement 1= Strongly Disagree & 7 = Strongly Agree
Demonstrates willingness to scrutinize personal beliefs and values	1 2 3 4 5 6 7
Identifies personal, work and lifestyle values and explains how they influence decision-making	1 2 3 4 5 6 7
Understands how culture influences one's own values	1 2 3 4 5 6 7
Acts and makes decisions in congruence with personal values and the mission of the institution	1 2 3 4 5 6 7
Develops a strong sense of school spirit and pride*	1 2 3 4 5 6 7
Understands role in campus community-building events*	1 2 3 4 5 6 7
Overall Clarified Values	1 2 3 4 5 6 7

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. We need to change people's perceptions and attitudes in order to solve social problems.					
2. I am knowledgeable of different social problems that affect society.					
3. I have a high understanding of the mission of the agency/organization my service trip will be working with.					
4. I seldom think about the challenges that face under-privileged members of society.					
5. I reflect on my multiple social identities (family, religion, class, race, gender, etc.) and their impact on my worldview.					
6. By volunteering my time, I can positively affect the lives of others in my local community.					
7. Performing service in my local community is something I consider a personal value and plan to do regularly.					
8. I have a responsibility to contribute in specific ways to the well-being of my local community.					
9. The cultural diversity within my group will make the group more interesting and effective.					
10. Helping those in need is an obligation of everyone in the community.					
11. It is easier for a group to function effectively when the people involved take individual responsibility and make shared decisions.					
12. The service we will do on our trip is related to larger social issues in the world.					
13. On this trip it will be important to work as a group and think about other's needs.					
14. I am open to the service that will come to me as I am open to give on this trip.					

I would like to see more volunteer opportunities at Wichita State University.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

I would like to be able to obtain class credit for service-learning/ volunteer programs and trips.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

I would be more likely to participate in volunteer/ community service events if I could be part of a group:

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Gender

A. Female
B. Male
C. Other

Age Range

A. 17 and under
B. 18-24
C. 25-34
D. 35-44
E. 45-54
F. 55-64
G. 65+

Your racial background

May mark one or more than one

A. African-American
B. American Indian/ Alaskan Native
C. Native Hawaiian/Pacific Islander
D. Asian American
E. Middle Eastern
F. Arab
G. Southeast Asian
H. South Asian
I. East Asian
J. South/Central American
K. African
L. Caribbean
M. Caucasian
N. Other

Are you Hispanic or Latino?

A. Yes
B. No

How far do you live from Wichita State University?

A. On campus
B. Within one mile
C. Within five miles
D. Within ten miles
E. Further than ten miles

Have you or are you currently serving in the military?

A. Yes What country do/did you represent? _____
B. No

Nationality
   A. Domestic
         1) Wichita Metro-Area
         2) Kansas
         3) United States, state _____
   B. International
         1) Country _____

Current Class Standing

   A. Freshman
   B. Sophomore
   C. Junior
   D. Senior
   E. Graduate

What college are you currently enrolled in?

   A. Business
   B. Education
   C. Engineering
   D. Fine Arts
   E. Health Professions
   F. Liberal Arts and Sciences (includes undecided)

Type of Student

   A. Full-Time
   B. Part-Time
   C. On-Line only

Do you have children?

   A. No
   B. Yes
      If yes, what are their age ranges?

            € Less than one year   € 10-12 years old
            € 1-3 years old   € 13-14 years old
            € 4-6 years old   € 16-18 years old
            € 7-9 years old   € Over 18 years old

Are you a first generation college student (student who parent(s) or grandparent(s) have not received a four year college degree)?

   A. Yes
   B. No
Is a member of your immediate family an alumni of Wichita State?

   A. Yes
   B. No