

## ABSTRACT

*This article describes and examines the design and assessment practices of a Summer of Service-Learning and Social Justice Program (SSSJP). The program was developed to deepen students' learning outcomes through strategically constructing multiple high impact practices: service-learning, an internship, a learning community, collaborative projects and common intellectual experiences. The program and assessment instruments were constructed to build a culture of evidence and inquiry among service-learning educators in a new era for service-learning. Instruments were fashioned to measure evidence of student learning in cultural pluralism, civic engagement, self-direction, curiosity, leadership, and critical reflection in a service-learning and social justice program or course.*

# ***A New Era for Service-Learning: Designing an Intentional High Impact Practice***

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## **Introduction**

As service-learning educators embark on new horizons for programming, it is imperative for the field to pay close attention to strategic design, implementation, and assessment of programmatic endeavors. Service-Learning educators are entering an era with three demands on the field. First, institutions are stressing high impact teaching practices for all students. Second, civic learning outcomes for higher education have risen to a national call to action. Third, the field of service-learning requires more rigorous explication and examination of learning outcomes and evaluation. Educators must reflect on how their new service-learning programming or courses can answer each of these demands. The purpose of this study is to describe the construction of a Summer of Service-Learning and Social Justice Program (SSSJP) and the assessment strategies for the program. It is to serve as a model for other institutions on intentional programmatic design and evidence-based response to the current era of demands for service-learning education.

## The Current Era for Service-Learning

Service-Learning has been a building intellectual movement in education over the past four decades. It has served as a strong pedagogical practice for institutions to meet a vast array of educational goals across a variety of teaching, learning, and research practices within an institution. The field is entering a new era with colleges and universities considering majors and minors in service-learning, faculty developing stronger engaged scholarship, and the beginnings of models for programs and initiatives, which support a holistic view of the “engaged campus.” As service-learning is entering this intellectual growth movement, the question remains: how are institutions and educators committed to service-learning paying attention to the external pressures and markets on the academy and aligning their efforts to meet these demands (Butin, 2010)? The last four years has sparked a national dialogue and reports on high impact practices, civic learning, and evidence-based teaching with focused attention on higher education and service-learning playing a role in meeting these demands.

In 2008, the Association of American Colleges and Universities (AAC&U) released a report entitled *High Impact Practices: What They Are, Who Has Access to Them and Why They Matter?* (Kuh). The report highlighted high impact practices such as service-learning, internships, community learning, collaborative projects and assignments, common intellectual experience and other engaged pedagogies for teaching. Each is essential to meeting vital student-learning outcomes. The publication calls for colleges and universities to create avenues for all students to engage in at least two high impact practices. Institutions are to become intentional and purposeful to ensure all students have opportunities and access to achieving the learning outcomes with high impact practices related to retention and success (Kuh, 2008).

In 2012, just a few years after *High Impact Practices* was published, the Nation’s attention began to focus more intently on civic learning. AAC&U partnered with the Global Perspective Institute, Inc. (GPI), and the U.S. Department of Education to form the National Taskforce on Civic Learning and Democratic Engagement. The Taskforce developed and published *A Crucible Moment: College Learning and Democracy’s Future*. The document calls for national action on making undergraduate college students’ civic learning and democratic engagement a top priority. Higher Education is asked to play an important role as an “Intellectual Incubator and Socially Responsible Partner” for the achievement of this national call to action. Two of the four key recommendations for higher education to achieve and demonstrate were first, to foster a civic ethos across all parts of campus and educational culture and second, to advance civic action through transformative partnerships at home and abroad (The National Task Force on Civic Learning and Democratic Education, 2012).

As pressure to meet civic learning outcomes and high impact practices have emerged, the institutional demand to produce evidence of achieved learning has heightened. Service-learning has been facing similar pressures. Service-learning research and literature has produced significant evidence and studies to support the impact of service-learning on students’ personal outcomes, academic and intellectual development outcomes, social and community engagement outcomes and civic outcomes (Austin, et al., 2006; Eyler & Giles, 1999; Felten & Clayton, 2011; Conway, Amel, & Gerwien, 2009; Pascarella & Terenzini, 2005). However, institutions and programs must move beyond focusing on quality of service-learning as a pedagogical method and student self-reporting assessment to a clear articulation of the expected learning outcomes matched with intentional design and rigorous tools for evaluation. (Eyler, 2011; Bringle & Hatcher, 2009; Hatcher & Bringle, 2010; Ash & Clayton, 2009; Hatcher, 2011). Critical reflection is the thread which links all service-learning programs together;

therefore, it can serve as a purposeful platform for evidences of learning and transferable assessment tools. New methods of qualitative and quantitative mix-method approaches with critical reflection as a base for the assessment is needed to create cross-institutional and cross-disciplinary tools. Once these tools are developed, dissemination of new instruments can be used to improve the quality of service-learning and growth of the field (Gelmon, Holland, Driscoll, Spring, & Kerrigan, 2001; Molee, Henry, Sessa, & McKinney-Prupis, 2010; Steinbrg, Hatcher, & Bringle, 2011).

In this new era of high impact practices, demands for civic learning and spirit of inquiry has advanced the platform for service-learning and social justice programs to become the channel to achieve the desired outcomes has been elevated. Using assessment, allows practitioners and scholars to utilize the data to move the national conversation from the value of service-learning as a teaching methodology to articulating how service-learning can serve as an evidence-based pedagogical practice for high impact learning and civic engagement.

### Program Design

When paired with critical reflection, service-learning provides a channel for students to gain four components of critical consciousness: self-awareness, awareness of others, awareness of social issues, and ethics of service as a change agent. These are characteristics and dispositions, which can influence a student's social justice mindset (Cipolle, 2010; Ash & Clayton, 2009). Intentional service-learning experiences embedded with a local community partner dealing with issues of justice can provide a transformative opportunity for students to move from understanding social justice issues to doing social justice work through service in a reciprocal community partner relationship and meeting community-defined need (Oden & Thomas, 2007). Developing a space for students to experience service-learning and social justice education became a the platform for a midsize Midwest university to pilot high impact practice design, student civic engagement development, and evidence-based programming with direct and indirect assessment design.

In the summer of 2012, the Summer of Service Service-Learning and Social Justice Program (SSSJP) was designed, implemented, and assessed at a midsize Midwest university. The program focused on two aspects of *A Crucible Moment* call to action: transformative partnerships and civic ethos across campus. Faculty, administrative staff, residence life staff, alumni, community partners and students all contributed to the designing and implementation of the SSSJP. As a pilot project, the number of students and agencies were intentionally limited. A smaller participant number allowed the service-learning coordinator to conduct multiple individual meetings with students and agencies to review the program. For seven weeks, the program partnered five undergraduate students and five local non-profit agencies in a service-learning and social justice internship experience. The SSSJP Interns' expectations included spending thirty hours a week serving at their community partner sites and five to ten hours a week completing readings, reflections, team meetings, and volunteering or attending other community events. Each agency and the SSSJP student interns co-created a plan to increase social capital for the agency and the local community. Plans were constructed based the on the community partner's defined need and the student's learning outcomes. Each agency as a co-educator supported an intern through assigning required reading specific to the agency's work in the community, providing an on-site mentor, attending an orientation as a co-facilitator for the program, constructing regular feedback on the intern's performance, and offering the student a proper on-site orientation. SSSJP Interns, the University Service-Learning Coordinator, and the

community partner all co-developed a learning contract for each student's experience.

As a part of the program, interns lived together in a learning community in campus housing. A poverty food simulation was a part of the community living experience and collaborative project design. The group meal budget was the equivalent of the food expense rate for families in the community living on free and reduced lunch incomes. Interns had to work together to develop menus, shop for food, and prepare meals for their community based on the limited budget.

Each SSSJP intern received a \$1,015.00 stipend and paid on-campus housing. The stipends and housing were funded through an internal university grant to support social justice initiatives. The SSSJP Internship was coordinated and overseen by the University Service-Learning Coordinator. Although no interns requested credit, SSSJP Interns had the opportunity to receive credit for their experience and/or meet their engaged citizen, multicultural and global understanding, or experiential learning general education requirements.

The SSSJP Interns worked alongside agencies committed to social change. All the community partner sites dealt with issues of social justice work: race, class, and gender. Therefore, it was important for the program to place equal emphasis on service-learning and social justice. Framing the experience with readings on social justice issues and group critical reflection developed a richer context for the students to dialogue about their own path of activism as they were enriching the local community through their service.

One important note for the design of the program is the intentionality behind the scope of the program. Kuh raises a significant question for consideration of institutions implementing high impact programs to meet learning outcomes. "How do we effectively raise the levels of accomplishment for all students, with special attention to those whose life circumstances—first generation, low income—may put them at particular educational risk (2008)?" This question was paramount for the designers of the SSSJP from the application process to the logistics and duration length. During the application process, applicants were asked for faculty references rather than a GPA requirement. The construction of a seven-week experience with full housing compensation, a stipend, and a community meal plan (based on free and reduced lunch rates) was designed to reduce the financial burden of the program to a student. Students were allowed to carry on other job employment or participate in other summer courses as long as the other experiences did not interfere with the requirements of the SSSJP Program. Four out of the five of participants either were taking other summer courses or held other part-time employment in addition to their SSSJP commitment. Many of the students were allowed to return to other full-time or part-time employment after the seven-week program. During the program, some participants articulated it allowed them to continue to gain financial resources to pay for their higher education experiences. Choosing to create a program for seven weeks provides a student the remaining seven weeks of the summer to return home or visit family. The design increased opportunity for a student from a first generation, low-income background to have this high impact experience with a limited financial burden and the remainder of the summer for educational or at-home engagement.

Student learning was at the center of the program design and elements. The SSSJP focused on learning outcomes in the areas of cultural pluralism, self-direction, curiosity, civic engagement, leadership, and critical reflection. Table 1 demonstrates the correlation of High Impact Learning and the intended outcomes for the SSSJP Program. As seen in Table 2 the AAC& U outcomes are matched with high impact practices and the examples of those practices found in the Summer of Service-Learning and Social Justice Internship Elements of Design.

Table 1: *Correlation of Outcomes for High Impact Learning and SSSJP*

<b>Outcomes for High Impact Learning</b>	<b>Areas of Learning for SSSJP</b>
Fostering Broad Knowledge of Human Cultural and the Natural World	Cultural Pluralism
Strengthening Intellectual and Practical Skills	Self-Direction, Curiosity
Deepening Personal and Social Responsibility	Civic Engagement, Leadership
Practicing Integrated and Applied Learning	Critical Reflection

Table 2: *Correlations among the AAC&U High Impact Outcomes, Practices, and the SSSJP Design*

<b>AAC&amp;U Essential Learning Outcomes for High Impact Practices</b>	<b>AAC&amp;U High Impact Practices</b>	<b>Summer of Service-Learning and Social Justice Internship Elements of Design</b>
Strengthening Intellectual and Practical Skills & Deepening Personal and Social Responsibility	Collaborative Assignments & Projects	Community Exploration & Food Simulation
Strengthening Intellectual and Practical Skills & Practicing Integrated and Applied Learning	Internships	30 hours a week at a local non-profit organization
Fostering Broad Knowledge of Human Cultural and the Natural World & Practicing Integrated and Applied Learning	Learning Communities (linked to a “big question”)	Students living together in a residence hall community while exploring issues of service and social justice. Community readings, community meals and reflection were a part of the living environment.
Fostering Broad Knowledge of Human Cultural and the Natural World	Common intellectual experiences (exploring “big questions” in history, culture, science, and society)	Group Readings and Critical Reflection Pre, During, and Post Experience
Deepening Personal and Social Responsibility & Practicing Integrated and Applied Learning	Service-Learning	As students read various readings from community partners and the campus coordinator, they engaged in a service-learning internship focusing on a project related to a social justice issue. Together, faculty, staff, community partners, and students engaged in critical reflection throughout the experience.

## Assessment Design

For the SSSJP Internship experience, the university constructed a three-tier assessment design. The first tier assessment “Appendix A” was an indirect self-reporting, post-survey instrument designed to look at measurements of students’ perceptions of growth and accomplishments in meeting the intended outcomes of the program. Within the instrument, the survey designers implemented a few short essay reflective prompts. These prompts can be used to capture written qualitative data for future direct analysis or analysis using the Summer of Service-Learning and Social Justice Rubric measurement. The second tier assessment is a post-evaluation instrument “Appendix B” designed as a direct measurement conducted by the community partners in the program. The post-evaluation captures the reflective observations of the community partner on the students’ work and demonstration of their achievement or progress towards the learning outcomes during their time of service at their agency. The post-evaluation used a direct measurement to compare to the students indirect measurement data from the student post-survey. Juxtapositioning the student survey with the community partner survey builds an inclusive assessment model, recognizing the value of community partners as co-educators and co-assessors in the program. The post-evaluation of their reflective observations provides a deeper direct measurement of the student’s learning and can validate or negate the student’s perceptions of learning. The third tier was a service-learning and social justice rubric “Appendix C” as a direct measurement of student learning during critical reflection. The rubric was used to assess student learning during weekly group reflection, a public presentation and dialogue with community partners, administrators, and faculty members and a focus group reflection two months after the summer of service-learning and social justice internship. The Rice University Community Involvement Center Alternative Spring Break Rubric and the Student Agency Rubric from the Associated Colleges of the Midwest Faculty Career Enhancement Project on Developing Student Agency through Community Exploration, Reflection, and Engagement influenced the construction and creation of this rubric. Each of tools was intentionally designed to match the learning outcomes of the SSSJP with assessment practices. The combination of these mixed methodological assessment tools and measurements provide other educators examples of an evidence-based service-learning program designed to meet the demands for high impact learning and civic engagement.

## Challenges

There were three challenges to the design of the program and the assessment development. First, the program had a small number of participants for a pilot program at one university. This produced a small sample size for each of the assessment instruments. Even though, IRB approval was requested and granted, the sample size limited the depth of the study. Larger sample sizes through either cross-institutional collection or multiple years of data from the program will provide the opportunity to compare demographical information on race, ethnicity, social economic status, and gender. In addition, an increased sample size over numerous models of multiple high impact designed programs or courses will supply a strong test of the tools adaptability among various programs, courses, and institutions. The second challenge was a small amount of pre-service and during-service rubric evaluation conducted during students’ critical group reflections and writings. For future research using the SSSJP Rubric in all phases of critical reflection will support stronger evaluation of the students’ learning over the course of the SSSJP internship. Lastly, in the spirit of reciprocity, the assessment instruments had to be concise and not time consuming for the community partners. As site

supervisors, they had contributed to the program through overseeing a student for 30 hours a week for seven weeks, co-facilitating orientation segments, supporting critical reflection and reading assignments, and evaluating the student's learning at the end of the term. Since the assessment instrument was designed to not be time consuming, the community partner evaluation mainly focused on student learning. However, 100% of community partners shared in reflection sessions and other meetings the positive impact the program had in building areas of human and financial capacity for their organization. As the field seeks to balance the workload among community partners as co-educators, service-learning practitioners should reflect on how to compensate the co-educators of the program fairly and take into consideration their time demands for serving as co-evaluators. If more qualitative data on the community impact is desired, some form of compensation for the agency time should be developed.

### **Implications for Future Practice**

With examples of cross-institutional and cross-departmental tools used for assessment beginning to develop, the field can collaboratively investigate new questions related to service-learning, social justice education, civic learning outcomes and high impact practices. Do new or stronger learning outcomes exist when two or more high impact practices are utilized in the same service-learning and social justice program or course-based experience compared to those with only one high impact practice component? What are the longitudinal effects on students who experience an intentionally designed multiple high impact service-learning and social justice program or course-based experience? How strongly does multiple high impact service-learning and social justice programs impact civic outcomes and other learning outcomes? What new or emerging outcomes form for students when the intersections of multiple high impact practices are placed within one programmatic design for service-learning and social justice education?

To investigate these areas of inquiry further, practitioners must consider two contributing factors. First, what support and development will be needed for faculty and staff to engage and create a multi-high impact practice? Adding layers to one high impact practice can increase various demands on faculty and staff time, energy and resources. This increased workload may require colleges and universities to consider various allocations of resources to support new models of multi-high impact practices. Second, developing assessment across disciplines, departments, or institutions will require more construction of critical reflection prompts, practices, and evaluation instruments. To support cohesion of the research and assessment from discipline to discipline or institution to institution, faculty, staff, and community partners will need to work to co-design each of these elements.

### **Conclusion**

Entering the new era for service-learning, the SSSJP and assessment was meant to serve as a model for faculty, staff, and community partners on how to meet the growing demands for multi-high impact models, institutional civic engagement and assessment tools related to critical reflection and mixed methodological practices. The work across the field of service-learning and social justice education can be enhanced through models of strategic design, implementation, and evaluation. As the field shares these new models of linking multi-high impact and civic engagement experiences to a culture of evidence through quality assessment, collaborative scholarly work can begin to take shape and contribute to the body of literature on service-learning and other high impact civic engagement pedagogies.



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## Appendix A

### Student Survey

#### Questions about you

- Student ID number
- Gender
- How many courses have you had in college where you participated in community service to meet some of the course requirements?
- Other than this experience, have you done any volunteering/community service in the past twelve months?
  - If yes, where and for how long?

#### Your Opinions

Please respond to the following questions based on your SSSJP experience.

My participation in the SSSJP program has influenced my attitude that (SD, D, N, A, SA)

#### Attitudes and perceptions toward civic engagement

- social problems directly affect the quality of life in my community
- social problems are more difficult to solve than I used to think
- if I could change one thing about society, it would be to achieve greater social justice
- I can have an impact on solving the problems in my community
- I can play an important part in improving the well-being of my community
- I am more aware of the needs in my community
- this experience showed me how I can become more involved in my community
- I have a stronger awareness of the importance of being involved in the community
- I have a stronger awareness of the importance of contributing to the greater good

#### Self-direction

- having an impact on community problems is within the reach of most individuals
- skills and experiences that I gain from community service will be valuable in my career
- doing work in the community helped me to define my personal strengths and weaknesses
- performing work in the community helped me clarify which major (or career) I will pursue
- the community work in this experience assisted me in defining which profession I want to enter.

### Leadership

- it is important to me to become a community leader
- participating in the community helped me enhance my leadership skills
- I am comfortable advocating the need for others to become active and involved citizens
- I promote awareness of social, political, and economic issues.

### Cultural pluralism

- I am comfortable working with cultures other than my own
- I am aware of some of my own biases and prejudices
- I am able to take seriously the perspectives of others, especially those with whom I disagree
- I have an increased ability to learn from diverse perspectives
- I am respectful of others when discussion controversial issues or perspectives

### Curiosity

- I can see how the subject matter I learned can be used in everyday life.
- I am interested in exploring social justice topics

### Skills and Activities

My participation in the SSSJP program has improved... (SD, D, N, A, SA)

### Attitudes and perceptions toward civic engagement

- My desire to participate in community affairs
- My ability to identify social issues and concerns
- My desire to participate in advocacy or action groups
- My desire to continue social service and social justice work
- My understanding of ways to address social issues

### Self-direction

- My ability to take action
- My understanding of how my choices impact the community
- My understanding of how my talents can be used to serve a community need

### Leadership

- My effectiveness in accomplishing goals
- My ability to work with others
- My ability to lead a group
- My ability to develop a plan to involve others
- My ability to engage with a community partner/service agency to meet a need

### Cultural pluralism

- My ability to respect the views of others
- My tolerance of people who are different from me
- My awareness of cultural identity
- My awareness of inequality

### Curiosity

- My efforts to think about the future
- My empathy to all points of view
- My ability to develop my own ideas
- My ability to challenge my previous opinions
- My interest in exploring social justice issues
- My ability to pose new questions of myself and others
- My interest in developing a deeper understanding of social justice

### Learning Activities

Rate the importance of these activities in your learning; limit “most important” to two or three items (most important = 4, very important =3, somewhat important = 2, not important = 1)

Much of my learning came from:

- Reading
- Simulation
- Living in community
- SSSJP discussions with Service-Learning Coordinator
- Site experience
- Community exploration (e.g., Arts Festival, meals from marketing group)

Open-ended: Please share how these experiences impacted your learning.

### Community (SD, D, N, A, SA)

- As a result of this experience I have developed close personal relationships with other students
- The student friendships I have developed during this experience have been intellectually stimulating
- Open ended: Are there things you learned from this experience that you wouldn't have learned in the classroom?

### Site (SD, D, N, A, SA)

- My site provided an orientation that familiarized me with the agency's mission, the community needs the agency addresses, and the expectations that the agency has of its volunteers.
- My site supervisor was accessible and offered me appropriate guidance, feedback, and supervision.
- My site supervisor offered me insights into the social justice issues faced by my site's clients.
- Through discussions with and/or observations of the clients/supervisor at my site, I was able to make connections to the presented social justice theories.

Open-ended: Think about your learning in one of these areas: civic engagement, self-direction, leadership, cultural pluralism, or curiosity. What was the most important thing that you learned?

## Appendix B

### Community Partner Survey

#### Community Partner Feedback

- Agency name

Please indicate your ratings of the student's ability to demonstrate the following skills/abilities.  
(scale suggestions? Need to include NA...did not observe)

#### Attitudes and perceptions toward civic engagement

- desire to participate in community affairs
- ability to identify social issues and concerns
- desire to participate in advocacy or action groups
- understanding of ways to address social issues

#### Self-direction

- ability to take action
- understanding of how the students' choices impact the community
- understanding of how the students' talents can be used to serve a community need

#### Leadership

- effectiveness in accomplishing goals
- ability to work with others
- ability to lead a group
- ability to develop a plan to involve others
- ability to engage with a community partner/service agency to meet a need

#### Cultural pluralism

- ability to respect the views of others
- tolerance of people who are different from me
- awareness of cultural identity
- awareness of inequality

#### Curiosity

- efforts to think about the future
- empathy to all points of view
- ability to develop student's own ideas
- ability to challenge my previous opinions
- interest in exploring social justice issues
- ability to pose new questions of self and others
- interest in developing a deeper understanding of social justice

General

- Did your organization and the people you serve benefit from the service provided by these students?
- Explain:

(SD, D, N, A, SA) for following items...

- The student was generally punctual and contacted our agency if he or she could not be available during a scheduled time.
- Regarding appropriate communication skills, the student utilized proper verbal skills.
- In relationships with the population served by your agency, the student showed compassion, care, empathy, and an ability to develop appropriate relationships.
- In relationships with the agency staff and volunteers, the student demonstrated the ability to work as a team member and take direction as needed.
- Regarding the students' general attitude, he or she expressed emotions appropriately, displayed a positive attitude, appeared to learn from the experience, and used good judgment in decision-making.
- What do you feel are this student's main strength(s)?
- Are there any areas in which the student could improve?

## Appendix C

### Rubric for the Summer of Service-Learning and Social Justice Program

	<b>Member (1)</b>  <i>Not concerned with her/his role in social problems.</i>	<b>Volunteer (2)</b>  <i>Well-intentioned, but not well-educated about social issues.</i>	<b>Conscientious Citizen (3)</b>  <i>Concerned with discovering root causes; asks "Why?"</i>	<b>Active Citizen (4)</b>  <i>Community &amp; social justice becomes a priority in values and life choices.</i>
<b>Attitudes and Perceptions Towards Civic Engagement</b>	Does not see value in program or service-learning and social justice experience.	Participates without expressing understanding of his or her impact on service-learning and social justice experience	Articulates recognition of goals and execution of service-learning and social justices. Understands how the program impacts on self	Clearly articulates desire to incorporate social justice and civic involvement in the future. Impacts future life choices.
<b>Self Direction</b>	Expresses a lack of direction either because they are overwhelmed by too many choices or don't know of resources.	An express a desire to be involved in the future but doesn't have an action plan or awareness of resources.	Articulates an understanding that there are more opportunities for involvement and knows what resources to use to find them.	Clearly articulates a plan of future involvement (classes, research or service).
<b>Leadership</b>	Content with participating in the group or program, but no desire to increase personal responsibility.	Acknowledges the need for leadership to promote change, but not actively taking the role.	Articulates a desire to or has actively involved others in activities	Clearly articulates a plan to lead others in activities in the future.



<b>Cultural Pluralism</b>	Expresses perceptions of problems without an understanding or acknowledgement of others or other points of view. Singular focus.	Expresses an understanding or acknowledgement of differences of others, but unaware of their impact.	Articulates awareness of the cultures of others and their personal context/place/role in society (peers, community, and self). Expresses sensitivity towards community in daily life.	Clearly articulates awareness of the impact (either positive or negative) of the program and individual. Expresses the desire to be an advocate for diverse cultures through working with other impacted communities.
<b>Curiosity</b>	Expresses limited interest in deeper examination of the community and social justice issues	Demonstrates some interest in examining the community and social justice issues and its relevance to lived experiences as citizens	Demonstrates a strong desire to explore community and social justice issues in depth to gain insight into lived citizen experiences	Uses deep exploration of community and social justices issues and its relevance to lived experiences to pose new questions to self and others
<b>Critical Reflection</b>	Describe own experience in general descriptors	Articulates strengths and challenges of experience to increase effectiveness in different contexts	Evaluates changes in own learning over time, recognizing complexity and interconnected areas of learning from academic learning, civic learning, social justice learning, and personal development	Demonstrates plans for action of a future self as an engage citizen and social justice contributor based on experiences that have occurred in multiple and diverse contexts.

## Appendix D: Service-Learning Project Learning Contract

Student Name:		
Local Address:		
Local Phone:	Student e-mail:	
Course		
Instructor:	Phone Number:	
Site (agency or organization):		
Supervisor:	Email:	Phone Number:
Days and times student will be at agency:		

### **What is Service-Learning?**

Service-Learning is a significant pedagogy that can be used to fulfill Drake University's mission to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship. For the past twenty years, research has shown service-learning fosters one of the best experiential and collaborative-learning environments for students, faculty, staff, and the community. Service-Learning is designed to link service to learning outcomes in order to deepen the student's development process. It goes beyond charitable work and "doing good." It is a partnership, meeting a community need, while building the knowledge and skill sets of students.

### **This Service-Learning Project LEARNING CONTRACT is designed to:**

- Assist the student and agency in understanding the learning objectives for the course.
- Clarify the activities in which the student will be involved at the agency in relation to the learning objectives.
- Insure that both the student and the agency are aware of their responsibilities as partners in this service-learning project.

### **Course Learning Objectives (see syllabus)**

1.
2.
3.
4.

**Agency Objectives and/or Activities** (Agency and student should collaborate here to meet course objectives)

1.
2.
3.
4.

**Integration Plan** (How will you, the student, connect your activities at the agency to your course content and vice versa? \*Check out the assignments related to this project in your course syllabus. Include any readings assigned by community agency)

1.
2.
3.

**What do you as a student hope to learn during this experience?** (Personal Learning Objectives)


**FINAL AGREEMENTS:**

I agree to honor the minimum commitment required for the service-learning option in my class, as well as any of the additional training and/or time requirements of my service-learning site as detailed by the course syllabus and the agency/school representative. I also agree to contact either my professor or the Service-Learning Coordinator should I have any concerns about my service-learning project.

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

I agree to provide adequate training and supervision for the service-learning student, to plan activities for the student within the agency which meet the stated learning objectives for the student's course, and to complete necessary service-learning forms by due dates (learning contract and final evaluation). I also agree to contact the Service-Learning Coordinator (515-271-2338 or [mandi.mcreynolds@drake.edu](mailto:mandi.mcreynolds@drake.edu) ) should I have any concerns about the service-learning project or student.

**Agency Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Approved by:** \_\_\_\_\_  
Professor's Initials

## Author

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