

# *Linking Classroom and Community: Considerations for Planning, Implementing, and Institutionalizing Service-Learning*

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Wisconsin Campus Compact

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University of Wisconsin – La Crosse

# Session Overview

- WiCC Overview
- Why care about service-learning?
- What is service-learning?
- What does it look like to institutionalize service-learning?
- What can be done?

# About WiCC

- To strengthen civic engagement and service-learning partnerships between Wisconsin's postsecondary institutions and the communities they serve.
- ❖ Wicampuscompact.org
- ❖ @wicampuscompact
- ❖ Facebook.com: Search "Wisconsin Campus Compact" (<https://www.facebook.com/wicampuscompact/>)



# About us: Member campuses

- ❖ Alverno College
- ❖ Cardinal Stritch University
- ❖ Carthage College
- ❖ Concordia University-WI
- ❖ Edgewood College
- ❖ Lawrence University
- ❖ Marquette University
- ❖ Mount Mary College
- ❖ St. Norbert College
- ❖ Medical College of Wisconsin
- ❖ UW-Eau Claire
- ❖ UW-Green Bay
- ❖ UW-La Crosse
- ❖ UW-Madison
- ❖ UW-Milwaukee
- ❖ UW-Oshkosh
- ❖ UW-Parkside
- ❖ UW-Stevens Point
- ❖ UW-Superior
- ❖ UW-Whitewater
- ❖ Gateway Technical
- ❖ Madison College
- ❖ Milwaukee Area Technical
- ❖ Moraine Park Tech
- ❖ Nicolet College
- ❖ Northeast WI Technical
- ❖ Western Technical

**Representing over 70% of  
FTE students in WI**





# About Us: Our Work

1

## GRANTS/SPECIAL OPPORTUNITIES

1. Campus engagement projects (MLK Day of Service, Campus Election Engagement)
2. Content-specific projects
3. Developments in the field (e.g. Pathways to Public Service, service-learning studies)

2

## NETWORKING / COLLABORATION

1. Professional development sessions
2. Special gatherings / convenings
3. Connection with other statewide efforts
4. Mini-regional, State, Multi-State Regional, and National meetings

3

## TECHNICAL SUPPORT / CONSULTATION

1. Campus visits
2. Strategic planning
3. 1:1 Feedback and Consultation
4. Trainings

4

## COMMUNICATIONS & ADVOCACY

1. Communicating community engagement projects to external stakeholders
2. E-Newsletters
3. Social media
4. Press releases
5. Awards

Why should we care?

# Employers Want It!

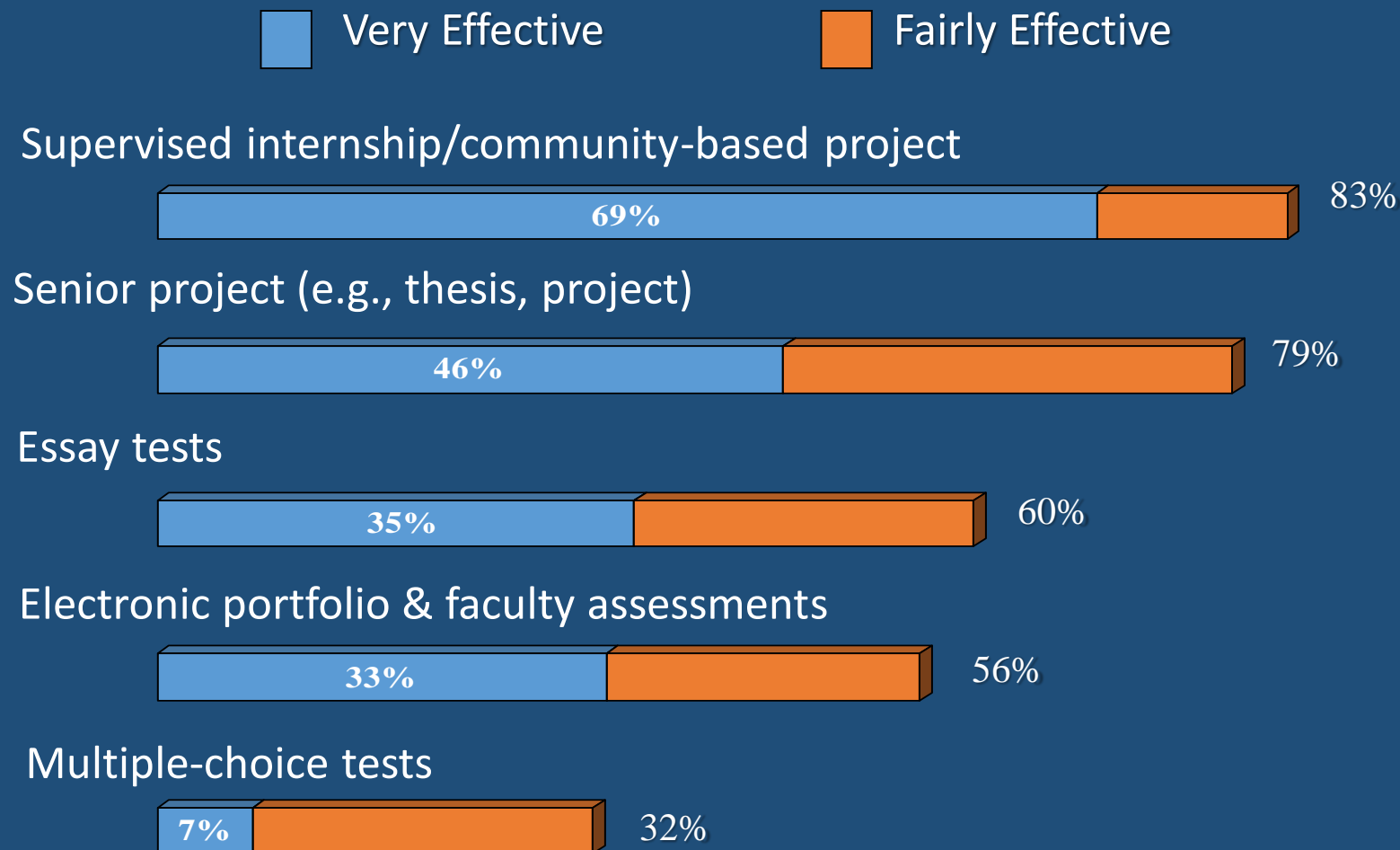
88%

73%

60%

Hart Research Associates, 2015

# Evidence of College Graduates' Skills/Knowledge



Hart Research Associates, 2008



# Employers Want It!

(Hart Research  
Associates, 2013)  
[https://www.aacu.org/sites/default/files/files/LEAP/2013\\_EmployerSurvey.pdf](https://www.aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf)

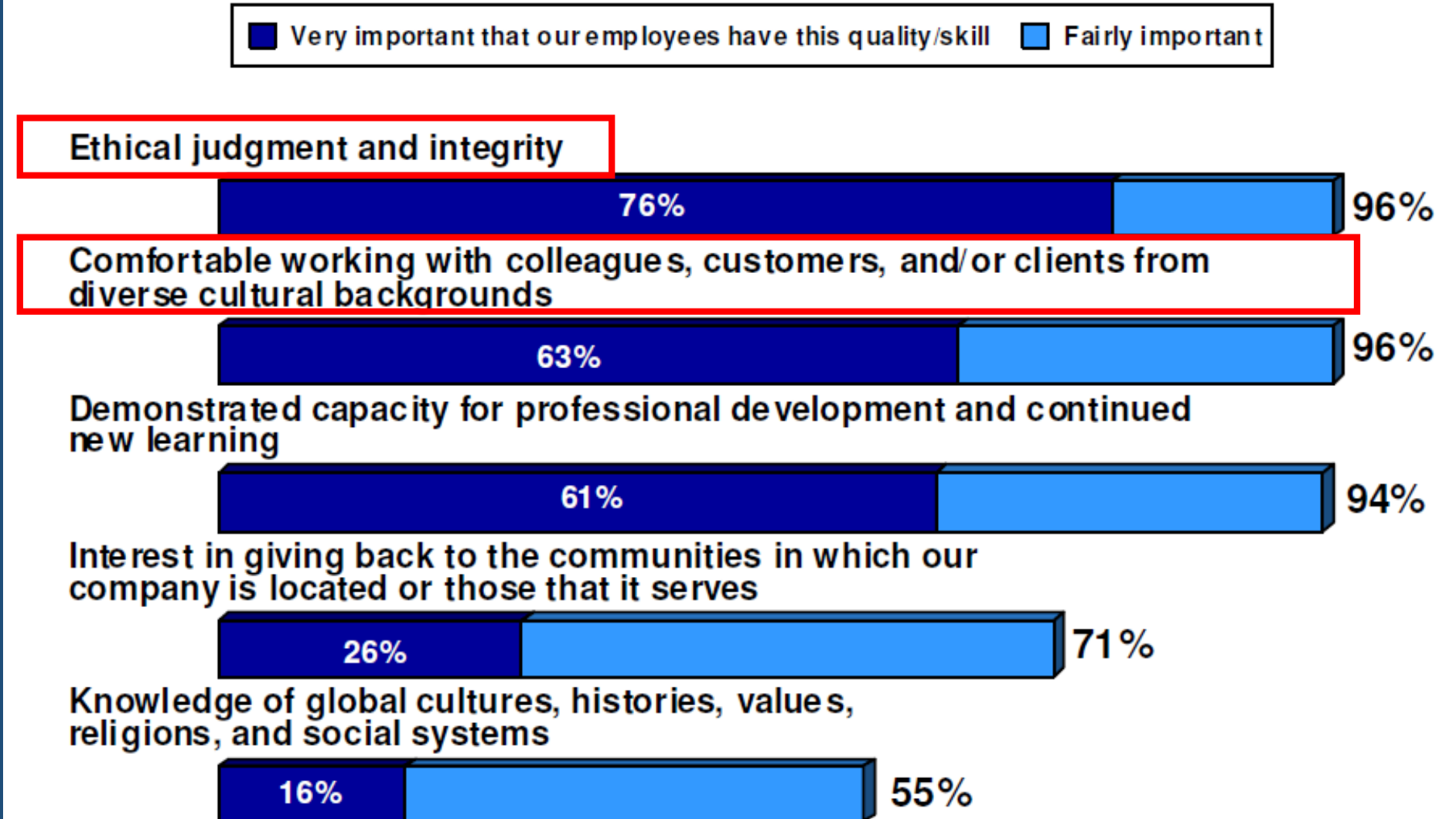
## Employers Say Colleges Should Place Varying Degrees Of Emphasis On Selected Learning Outcomes

|  | More<br>% | Less<br>% | Same<br>% |
|--|-----------|-----------|-----------|
| Critical thinking and analytical reasoning skills                                    | 82        | 7         | 11        |
| The ability to analyze and solve complex problems                                    | 81        | 6         | 13        |
| The ability to effectively communicate orally  | 80        | 8         | 12        |
| The ability to effectively communicate in writing                                    | 80        | 8         | 12        |
| The ability to apply knowledge and skills to real-world settings                     | 78        | 6         | 16        |
| The ability to locate, organize, and evaluate information from multiple sources      | 72        | 9         | 19        |
| The ability to innovate and be creative  | 71        | 9         | 20        |
| Teamwork skills and the ability to collaborate with others in diverse group settings | 67        | 11        | 22        |
| The ability to connect choices and actions to ethical decisions                      | 64        | 9         | 27        |
| Knowledge about science and technology   | 56        | 9         | 35        |
| The ability to work with numbers and understand statistics                           | 55        | 10        | 35        |
| Proficiency in a language other than English   | 43        | 18        | 39        |
| Knowledge about global issues and developments and their implications for the future | 40        | 15        | 45        |
| Knowledge about the role of the United States in the world                           | 35        | 18        | 47        |
| Knowledge about cultural diversity in America and other countries                    | 33        | 22        | 45        |
| Civic knowledge, civic participation, and community engagement                       | 30        | 18        | 52        |
| Knowledge about democratic institutions and values                                   | 27        | 20        | 53        |

# Employers Want It!

(Hart Research  
Associates, 2013)

[https://www.aacu.org/sites/default/files/files/LEAP/2013\\_EmployerSurvey.pdf](https://www.aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf)



# Student Learning: High-Impact Practices (Kuh, 2008)

*Table 1*

## Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

|                               | Deep Learning | Gains General | Gains Personal | Gains Practical |
|-------------------------------|---------------|---------------|----------------|-----------------|
| <i>First-Year</i>             |               |               |                |                 |
| Learning Communities          | +++           | ++            | ++             | ++              |
| Service Learning              | +++           | ++            | +++            | ++              |
| <i>Senior</i>                 |               |               |                |                 |
| Study Abroad                  | ++            | +             | ++             |                 |
| Student-Faculty Research      | +++           | ++            | ++             | ++              |
| Service Learning              | ++            | +++           | +++            | ++              |
| Senior Culminating Experience | ++            | ++            | +++            | ++              |

+  $p < .001$ , ++  $p < .001$  & Unstd B > .10, +++  $p < .001$  & Unstd B > .30



# Student Learning: High-Impact Practices (Kuh, 2008)

*Table 2*

## Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

|                               | Level of Academic Challenge | Active and Collaborative Learning | Student-Faculty Interaction | Supportive Campus Environment |
|-------------------------------|-----------------------------|-----------------------------------|-----------------------------|-------------------------------|
| <i>First-Year</i>             |                             |                                   |                             |                               |
| Learning Communities          | ++                          | +++                               | +++                         | ++                            |
| Service Learning              | ++                          | +++                               | +++                         | ++                            |
| <i>Senior</i>                 |                             |                                   |                             |                               |
| Study Abroad                  | ++                          | ++                                | ++                          | +                             |
| Student-Faculty Research      | +++                         | +++                               | +++                         | ++                            |
| Service Learning              | ++                          | +++                               | +++                         | ++                            |
| Senior Culminating Experience | ++                          | ++                                | +++                         | ++                            |

+  $p < .001$ , ++  $p < .001$  & Unstd B > .10, +++  $p < .001$  & Unstd B > .30



# How? Typology of Community-Based Experiences

| Type                           | Examples   |
|--------------------------------|--|
| Community Outreach             | Volunteering, Philanthropy, Community Services (e.g. , summer camps, health fairs, departmental outreach initiatives), public performances in underserved locations, little sibs day, etc. |
| Community Immersion            | Urban “plunge,” alternative breaks, some forms of study abroad, diversity, global education  |
| Community-Based Instruction    | Service-learning (both thematic and project), civic engagement projects, Capstone projects, public awareness/education activities. Some forms of learning communities                      |
| Community-Based Apprenticeship | Performance or competency-based internships, field placements, supervised practicum models, job coaching, and mentoring  |
| Community-Based Research       | Action research, participatory research, some forms of capstone research projects, some types of undergraduate research, or program impact studies   |

# Differences matter... (Welch, 2015)

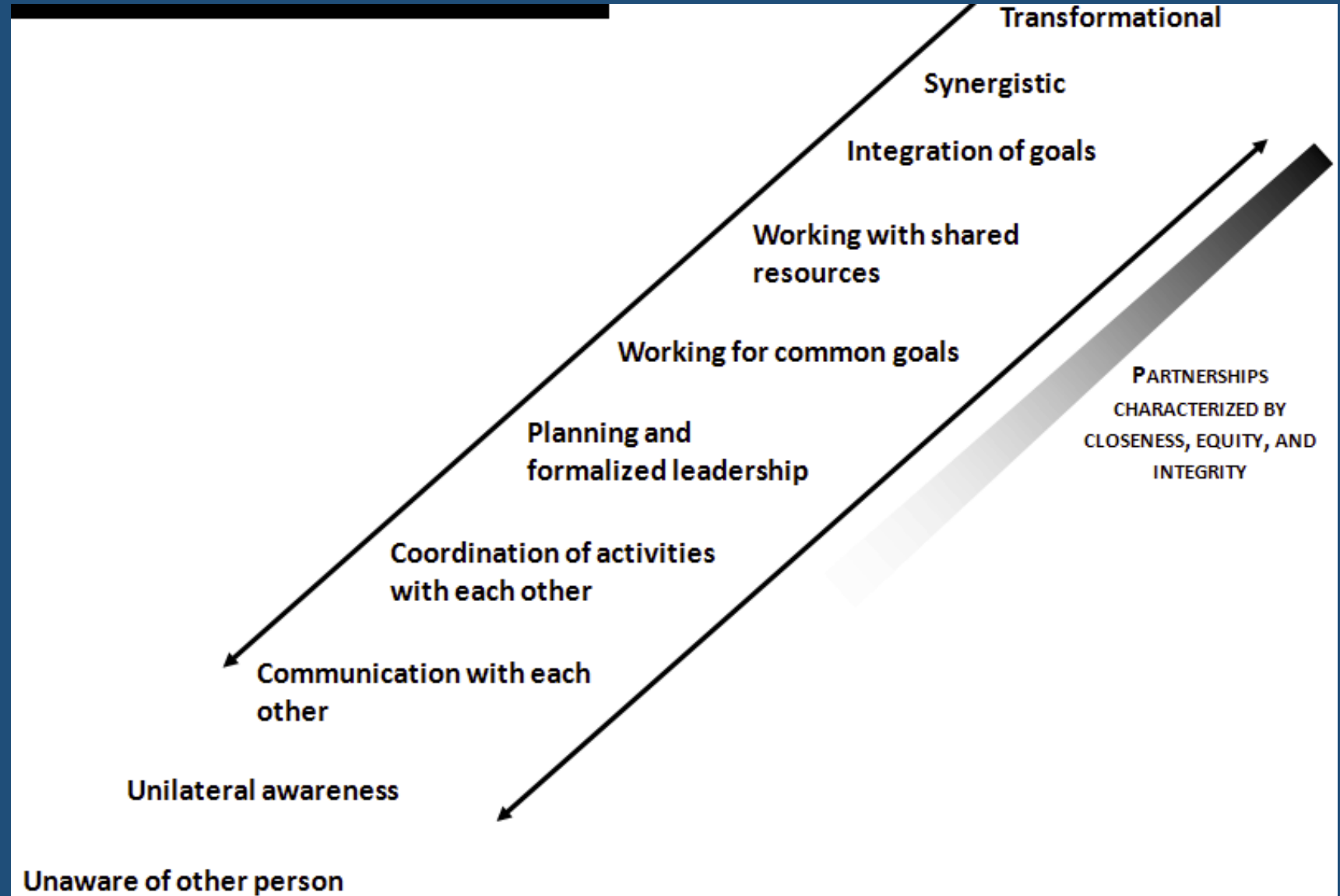
TABLE 2.1  
Conceptualizing the Evolution of Engaged Pedagogy and Scholarship

|                      | <i>Experiential education</i>  | <i>Professional preparation</i>  | <i>Community involvement</i>  | <i>Civic/community engagement</i>  |
|----------------------|--|--|---|--|
| Conceptual framework | Working in . . .   | Working to . . .   | Working for . . .   | Working with . . .   |
| Who                  | Undergraduate students   | Preprofessionals (teachers, social workers, counselors, health care providers)                                     | Students, faculty, and community partners   | Citizen-students, citizen-scholars, and community partners   |
| What                 | Student-centered learning  | Student-centered assimilating and demonstrating mastery of specific skills   | Working to address community issues while learning and teaching                             | Empowering community, educating students, and contributing new knowledge                                     |
| Where                | Labs and authentic settings  | Clinical and authentic settings  | Community settings and anchor institutions  | Community settings and anchor institutions   |
| When                 | Semester(s)  | Semesters throughout academic year   | Academic year or summer   | Academic year or summer  |
| Why                  | Earn a degree  | Earn a license, certificate, or credential and a degree  | Promote common good while meeting educational goals and earn a degree                       | Promote agency, develop citizen professionals, create, earn a degree, and disseminate new knowledge          |
| How                  | Curriculum or objectives defined and outlined by expert faculty for students to experience | Supervised practicums/clinicals in authentic settings and internships for students to practice professional skills | Service-learning, CBR, immersion experiences, and internships through place-based education | Democratic cocreation of goals, content, process based on sound theory; community organizing; knowledge base |



# CAUTION: The “Service” Mindset

- Expert knowledge?
- Savior complex?
- Service vs engagement
- Reciprocity



# HOW? Focus on Service- / Community-Based Learning

Positive Results\* in...

- Attitudes toward self
- Attitudes toward school learning
- Civic engagement
- Social skills
- Academic achievement
- Retention
- Cultural competence

*Astin, Vogelgesang, Ikeda, & Yee, 2000; Berger, 2015; Bringle, Hatcher, & Muthiah, 2010 ; Celio, Durlak, & Dymnicki, 2011; Eyler & Giles, 1999; Gallini & Moely, 2003; Hébert & Hauf, 2015; Levesque-Bristol, Knapp, & Flsher, 2010;; Lockeman & Pelco, 2013; Keup, 2005-6; Nigro & Farnsworth et al., 2009; Reed et al., 2015)*



# Critical steps to quality service-learning experiences

## Recommended Practices

- ❖ 1 – Student voice (giving them buy-in and motivation)
- ❖ 2 – Community voice (effective, reciprocal partnerships)
- ❖ 3 – Reflection, assessment, and celebration
- ❖ 4 – Linked to curriculum (Including Civic Learning &/or Essential Learning Outcomes)



# \*Positive Results only when...

**Table 2**

*Use of Recommended Practices and Student Outcomes*

| Number of recommended practices | <i>N</i> | Mean ES | 95% CI    |
|---------------------------------|----------|---------|-----------|
| None                            | 13       | 0.17*   | 0.03–0.30 |
| One                             | 21       | 0.30*   | 0.19–0.41 |
| Two                             | 9        | 0.27*   | 0.12–0.43 |
| Three                           | 10       | 0.33*   | 0.16–0.50 |
| Four                            | 9        | 0.35*   | 0.18–0.52 |

Note. *N* = total sample size; ES = effect size; CI = confidence interval.

\*Denotes that the mean effect is significantly different from zero at the 0.05 level.

# Typology of Service-Learning

| Type                              | Examples  |
|-----------------------------------|---|
| “Pure” Service-Learning           | Sending students out into the community to serve (not placed into any discipline) – E.g. FYE Introduction to Multiculturalism + Diversity   |
| Discipline-Based Service-Learning | Students expected to have a presence in the community throughout the semester; using course content as basis for analysis + understanding   |
| Problem-Based Service-Learning    | Students (or teams) relate to the community as “consultants” working for “clients.” They try to understand and address a community problem or need  |
| Capstone Courses                  | Designed for majors and minors; use knowledge from entire body of course work and combine it with relevant service work. Goal could be to explore a new topic or synthesize student understanding of discipline |
| Service Internships               | Intensive placement; reflection throughout internship using discipline-specific theories  |
| Undergraduate CB Action Research  | Students learning research methodology; intensive work with communities to define research questions; advocacy-inspired   |

# Student Voice + Motivation

Motivational Theory Constructs Supported by Quality Service-Learning:

- ❖ Autonomy – Allow students to select sites, project, or service activities
- ❖ Relatedness – Help students to see how their service can help others and build their sense of connectedness to the outside community
- ❖ Competence – Service opportunities that allow students to use their learning can build their confidence in course material...time service well and make sure they're prepared!
- ❖ Value – Connect service to concept of building “real world” skills
- ❖ Interests – Help students connect service to larger issues of importance to them



(Rockenbaugh, Kotys-Schwartz, & Reamon, 2011)

# Effective partnerships

## PRINCIPLES OF PARTNERSHIPS

- Balance power among partners
- Clear and open communication: **MOU**
- Principles and processes established with the input and agreement of all
- Feedback among all
- Shared benefits
- A plan for closure if/when they dissolve



(Community-Campus Partnerships for Health, 2013)

# Reflection is key

Reflection  
"facilitates the  
students making  
connections  
between their  
service experiences  
and their learning"  
(Eyler and Giles,

- Describe, Examine, Articulate Learning  
MODEL
- What? So What? Now What?
- Teagle Foundation: Statement of the  
issue/activities, Academic/applied learning,  
Moral and civic engagement, Change /  
commitment



# Elements of a service-learning syllabus

- ❖ Include service as an expressed goal
- ❖ Describe how the service will be measured
- ❖ Specify the student role in the service experience
- ❖ Define the community needs being met
- ❖ Specify how students will demonstrate learning from the service experience
- ❖ Outline assignments that link the service with course content



(Heffernan, 2001)

|          | Nursing  | Engineering  | Exercise Physiology                             | Computer Technology                  | Chemistry  |
|----------|--|--|---|--------------------------------------|--|
| Direct   | Lab Draws  | Device design for specific partner (ie: disabled user, science museum, etc)        | Health Screenings                               | Helps seniors learn computer skills  | Complete activities with K-12 students           |
| Indirect | Extra projects at the clinic – Running labs when it isn't there.<br>Quality testing in lab<br>Toiletry drive | Corrosion Assessment of local structure.<br>Energy assessment of campus buildings. | Write a PSA                                     | Build an app for a nonprofit partner | Design activities for K-12 classes/create videos |
| Advocacy | Health advocacy in Haiti - training lay midwives as health care  | Building codes (Green practices)   | Contact a legislator about wellness legislation | Advocate for wifi access             | Environmental Advocacy                           |



|                     | Nursing   | Engineering   | Exercise Physiology                                      | Computer Technology                               | Chemistry  |
|---------------------|---|---|--|---|--|
| Single Lesson       | Health screening in Homeless camp – listen to their stories<br>Toiletry drive | Static analysis of local playground equipment (in class from pictures) – may build to larger projects | Health Screening<br>Adapted PE                           | Typing classes<br>Tax programs                    | Water experiment for kids - conservation                           |
| Single Assignment   |   | Assessment of corrosion on local structure in Material Science – picture report to owner              | Public Service<br>Announcement                           |   | Review Videos<br>Demo/Hands on activity Development                |
| Mini Project        |   |   | Older adult exercise program<br>Health promotion program | Student lead community computer training sessions | Purify water in developing countries (lab)                         |
| Substantial Project | Service at fee clinic (20 hours)  | Freshmen design – redesign of games for the disabled.   |  | App development for NP                            | Projects passed from semester to semester<br>Environmental testing |
| Class Focus         | Service in health clinic in Haiti   | Senior Design – device development for local nonprofits   |  |   | Design chem method for other agencies                              |

|                                     | Nursing  | Engineering  | Exercise Physiology                             | Computer Technology | Chemistry   |
|-------------------------------------|--|--|---|---------------------|---|
| Independent Study                   | Senior project in Haiti – training lay midwives as health care                             |  | Exercise programs for people with special needs |                     |   |
| Consulting                          | Resource guide for clinic (referrals, exercise)  | Design device for nonprofit partner                |   |                     | Long term partners<br>Projects passed from semester to semester |
| Individual Placement                | Volunteer in a health setting  |  | Volunteer in a senior home                      |                     |   |
| Optional Placement/<br>Extra Credit | Extra projects at the clinic – Running labs when it isn't there.<br>Quality testing in lab |  | STEM outreach table –exercise science.          |                     |   |
| Service Immersion                   | Service in health clinic in Haiti  | Design implementation in the 3 <sup>rd</sup> world |   |                     |   |

# Linked to Curriculum / Learning Outcomes

## **Civic Learning Outcomes (AAC&U)**

- Diversity of communities / cultures
- Analysis of knowledge
- Civic identity / commitment
- Civic communication
- Civic action & reflection
- Civic contexts / structures

## **General Education Outcomes @ UW-L**

- Students will demonstrate knowledge and abilities relating to:
  1. human cultures and the natural world;
  2. critical and creative thinking;
  3. aesthetic perspectives and meaning;
  4. effective communication;
  5. interaction in intercultural contexts;
  6. individual, social, and environmental responsibility.





| DIMENSION   | COMPONENTS   |
|---|--|
| <b>I. Philosophy and Mission of Service-Learning</b>                | <ul style="list-style-type: none"> <li>•Definition of Service-Learning</li> <li>•Strategic Planning</li> <li>•Alignment with Institutional Mission</li> <li>•Alignment with Educational Reform Efforts</li> </ul>                              |
| <b>II. Faculty Support for and Involvement in Service-Learning</b>  | <ul style="list-style-type: none"> <li>•Faculty Awareness</li> <li>•Faculty Involvement and Support</li> <li>•Faculty Leadership</li> <li>•Faculty Incentives and Rewards</li> </ul>   |
| <b>III. Student Support for and Involvement in Service-Learning</b> | <ul style="list-style-type: none"> <li>•Student Awareness</li> <li>•Student Opportunities</li> <li>•Student Leadership</li> <li>•Student Incentives and Rewards</li> </ul>   |
| <b>IV. Community Participation and Partnerships</b>                 | <ul style="list-style-type: none"> <li>•Community Partner Awareness</li> <li>•Mutual Understanding</li> <li>•Community Agency Leadership and Voice</li> </ul>  |
| <b>V. Institutional Support for Service-Learning</b>                | <ul style="list-style-type: none"> <li>•Coordinating Entity</li> <li>•Policy-making Entity</li> <li>•Staffing</li> <li>•Funding</li> <li>•Administrative Support</li> <li>•Departmental Support</li> <li>•Evaluation and Assessment</li> </ul> |

# Institutionalization



## Let's talk

What barriers do you foresee in doing service-learning?

What supports do you need?

What community partners could work with you?



**RUBRIC TO ASSESS ACADEMIC SERVICE-LEARNING REFLECTION PAPERS**  
Adapted from Rubric Developed by Dr. Barrett Brenton, St. John's University (NYC) and Campus Compact

| Graded   | Dimensions of Quality (Criteria)   | NOVICE<br>[Grade Range F – D]  | APPRENTICE<br>[Grade Range C]  | PROFICIENT<br>[Grade Range B]  | DISTINGUISHED<br>[Grade Range A]  |
|----------|--|--|--|--|---|
| Yes      | AWARENESS OF PURPOSE OF SERVICE  | Student demonstrates limited awareness of the purpose of service and obtaining AS-L credit.                        | Student expresses awareness of the purpose of service and a one-on-one connection with the experience, but it is not applied.  | Student expresses empathy and/or awareness of personal role in service and applies it to a connection with solutions and the bigger picture.                     | Student expresses and acts out personal role in service and applies the experience to developing solutions.   |
| Yes      | CRITICAL THINKING  | Student accepts things at face value, as if all opinions were created equal. Opinions are stated without argument. | Student accepts most things at face value, as if most opinions were created equal. Opinions are stated with limited argument.  | Student begins to argue for conclusions based on objective evidence that express concrete arguments.   | Student expresses an abstract level of responding which requires objective evidence. They demonstrate awareness of different perspectives, and weigh evidence to successfully argue for a conclusion/opinion. |
| Yes      | APPLYING THE AS-L EXPERIENCE TO THE ACADEMIC KNOWLEDGE BASE AND OBJECTIVES OF THE COURSE | Student does not apply the academic knowledge base and objectives of the course to the service experience.         | Student expresses some connection between the academic knowledge base and objectives of the course and the service experience.   | Student develops a perspective built upon the academic knowledge base and objectives of the course that is linked to the service experience.                     | Student creates their own academic perspective infused with the knowledge base and objectives of the course and applies it to the service experience beyond the curriculum.                                   |
| Optional | RESPONSIBILITY TO COMMUNITY  | Student demonstrates a limited awareness of personal responsibility to community.                                  | Student expresses insight into community issues pertinent to the service project and integrates a personal sense of responsibility to participating in a solution but does not apply that knowledge. | Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solution(s). | Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solutions. In addition, student gets others involved.     |
| Optional | IMPACT ON STUDENT'S PERSONAL LIFE  | Student expresses very limited or no connection between service and self.  | Student expresses a connection between service and self.   | Student expresses how they could change as a result of the service.  | Student expresses change(s) in self because of the service.   |
|          | [INSTITUTIONAL VALUES AND MISSION]   | Student demonstrates a limited connectedness of the service experience to [institutional values]                   | Student expresses some connection between [institutional] values and service.  | Student expresses empathy and awareness of personal role in [public engagement and problem-solving as related to institutional mission].                         | Student fully incorporates the [institution's mission of public leadership] through application of reflection on the service experience and creates their own perspective based on both theory and experience |

# What can you do?

- Get instructors and staff involved. This is an area where student and academic affairs can work together.
- Organize with other community-minded faculty and staff
- Attend the WiCC Civic Engagement Institute on March 9 at UW-Whitewater
- Attend future CATL sessions

## Discussion Questions & Answers





# THANK YOU

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