

Service-Learning Course Design for Community Colleges: Using the Text for Improved Service-Learning Practice and Outcomes

Campus Compact 2007



Suggested Use of Publication

- Multiple copies of the “Course Design” publication are purchased.
- A more limited number of “The Community’s College: Indicators of Engagement” are made available.
- State Campus Compact Office and institutions determine appropriate number of copies of each.
- Institutional facilitator(s) selected to develop workshop goals, objectives, and agenda in conjunction with state Compact staff and/or national trainer.
- Optimally, multiple institutions and facilitators in close geographic proximity would collaborate (Service-Learning on Common Ground).

Suggested Use of Publication

- Institutional facilitator(s) develops audience using suggested audience lists provided in following slides.
- State Compact staff determines their role and whether a national trainer is needed and available.
- Workshop participants would be assigned to read selected sections and chapters of the text.

Suggested Use of Publication

- Workshops – Considerations
 - 1) Goals and Objectives in Measurable Terms
 - 2) Audience - See slides below
 - 3) Time – Who needs to be there for entire workshop and who can be there for selected agenda items?
 - 4) Evaluation Form – Measure What You Value
 - 5) Assessment of Evaluations
 - 6) Next Steps for Improvement of Training
 - 7) Next Steps for Improvement of Service-Learning
 - 8) Developing Longer-Term Planning

Workshop Agenda Items

- 1) **Institutional Effectiveness**
 - a) **Civic Engagement**
 - b) **Student Engagement**
- 2) **Curriculum and Pedagogy**
 - a) **Attainment Pathways**
 - b) **Service-Learning Integrated into Courses**
 - c) **Serving-Learning Stand Alone Courses**
 - d) **Outcomes Assessment**
 - e) **Scholarship of Teaching and Faculty Development/Research**
 - f) **Conclusion: Classroom and Community, Community and World/Research**

Appropriate Audience Institutional Effectiveness

- A. Campus Leaders
- B. Institutional Researchers
- C. Deans of Academic and Student Affairs
- D. Faculty
- E. Student Leaders
- F. Community Stakeholders

1a) Institutional Effectiveness Civic Engagement

- Indicators of Engagement
 - Mission and Purpose
 - Administrative and Academic Leadership
 - Disciplines, departments, and interdisciplinary work
 - Pedagogy and Epistemology
 - Faculty development

1a) Institutional Effectiveness Civic Engagement

- Indicators of Engagement - continued
 - Faculty roles and rewards
 - Enabling mechanisms
 - Internal resource allocation
 - Community voice
 - External resource allocation
 - Integrated and complimentary engagement activities

1a) Institutional Effectiveness Civic Engagement

- Indicators of Engagement – continued
 - Forums for fostering public dialogue
 - Student voice

1a) Institutional Effectiveness- Civic Engagement

- Indicators of Engagement - Organizing Themes
 - Institutional Culture
 - **Curriculum and Pedagogy – Focus**
 - Faculty Culture
 - Mechanisms and Resources
 - Community-Campus Exchange

1b) Institutional Effectiveness

Purposeful Engagement of Community College Students - *Kay McClenney*

- CCSSE Benchmarks
 - Active and collaborative learning
 - Student effort
 - Academic challenge
 - Student-faculty interaction
 - Support for learners

1b) Institutional Effectiveness

Purposeful Engagement of Community College Students – *Kay McClenney*

- Community College Survey of Student Engagement (CCSSE)
 - CCSSE and Institutional Effectiveness
 - quality of the student experience
 - engagement inescapable
 - intentional redesign of students' educational experiences
 - purposeful design of community college courses

Appropriate Audience Curriculum and Pedagogy

- A. Faculty as Scholars
- B. Community Stakeholders
- C. Specialists in Teaching and Learning Centers
- D. Student Leaders
- E. Assessment Leaders and Institutional Researchers
- F. Representatives of valued faculty publication venues

Suggested Methodology for Campus Implemented Workshop

Participants read specified chapters in small groups and report out.

- 2a) Attainment pathways - intentional redesign of students' educational experiences – Franco Reading
- 2b) Developing courses with integrated service-learning assignments – Hendricks Reading
- 2c) Developing stand alone course – Baratian Reading

Suggested Methodology for Campus Implemented Workshop

Participants read specified chapters in small groups and report out.

2d) Assessing student learning outcomes – Renner Reading

2e) Scholarship of teaching and contributions to broader academic community – Duffy reading

2f) Conclusion– community colleges and their civic and social contexts – Franco reading

2a) Curriculum and Pedagogy Service-Learning to Build Attainment Pathways – *Robert Franco*

- Scholarly Research on Community Colleges
- From Access to Success
- Using Service-Learning Effectively
 - AACCC Horizons – Integrating Civic Responsibility Into the Curriculum
 - CCNCCE Resources
- Developing Curriculum

2a) Curriculum and Pedagogy Service-Learning to Build Attainment Pathways – *Robert Franco*

- Implementing Service-Learning
- Achieving Learning Outcomes
- Engaging Community College Students
- Developing Your Own Attainment Pathways

2b) Curriculum and Pedagogy

Best Practices for Creating Quality Service-Learning Courses *Amy Hendricks*

- Preliminary Work
 - Articulate the Reason for Service-Learning
 - Recognize That Service-Learning Will Change How Your Class Is Taught
 - Begin with the End in Mind
 - Identify Support Structures

2b) Curriculum and Pedagogy

Best Practices for Creating Quality Service-Learning Courses *Amy Hendricks*

- Steps in Course Design
 - Decide Whether Service Will Be Optional or Required
 - Identify Service Sites
 - Decide on the Type of Service
 - Determine the Level of Service

2b) Curriculum and Pedagogy

Best Practices for Creating Quality Service-Learning Courses *Amy Hendricks*

- Steps in Course Design
 - Communicate with the Agency
 - Document Service
 - Evaluate Learning
 - Troubleshoot Problems
 - Staff for Success

2c) Curriculum and Pedagogy Stand-Alone Service-Learning Courses and Models *Marina Baratian*

- Community Involvement (SOW 2054)
- Honors Community Involvement (SOWH 2054)
 - Planning and Placement (weeks 1-4)
 - Goal Setting (weeks 5-6)
 - Other Assignments (weeks 7-16)
 - Helpful Hints for Those Honored to Teach Honors

2c) Curriculum and Pedagogy Stand-Alone Service-Learning Courses and Models *Marina Baratian*

- Human Service Experience I, II, and III (SOW 1051-1053)
- Service-Learning Field Studies I (SOW 2948)
- Reflection Seminars
- Helpful Hints

2d) Curriculum and Pedagogy

Assessing Service-Learning Outcomes

Tanya Renner

- Current Outcomes Assessment
- Community Colleges and Service-Learning Assessment
- Challenges and Strengths
- Assessment and Learner-Centered Education

2d) Curriculum and Pedagogy

Assessing Service-Learning Outcomes

Tanya Renner

- One Campus's Approach: A Case Study of Kapi'olani Community College
 - Comparing Service-Learners and Non-Service-Learners
 - Grounding Assessment in Community
 - Looking Forward

2e) Curriculum and Pedagogy

Service-Learning and the Scholarship of Teaching and Learning *Donna Duffy*

- Service-Learning as a Route to the Scholarship of Teaching and Learning (SoTL)
- Service-Learning Course Design as a SoTL Opportunity
 - Vision
 - Design
 - Interactions
 - Outcomes
 - Analysis

2e) Curriculum and Pedagogy

Service-Learning and the Scholarship of Teaching and Learning *Donna Duffy*

- Assessing the Scholarship of Engagement
- Assessment Standards
- Applying Scholarship Standards to Service-Learning

2f) Curriculum and Pedagogy

Conclusion *Robert Franco*

- Next Nexus: Classroom and Community, Community and World
- Service-Learning's Most Important Outcome: A Can-Do-Will-Do Spirit

Next Steps

- Reporting back to State Campus Compact, 12 months later
- State Campus Compacts provide feedback on training approach and curriculum