

*“Increasing appreciation for cultural diversity and a deeper understanding of language struggles”*

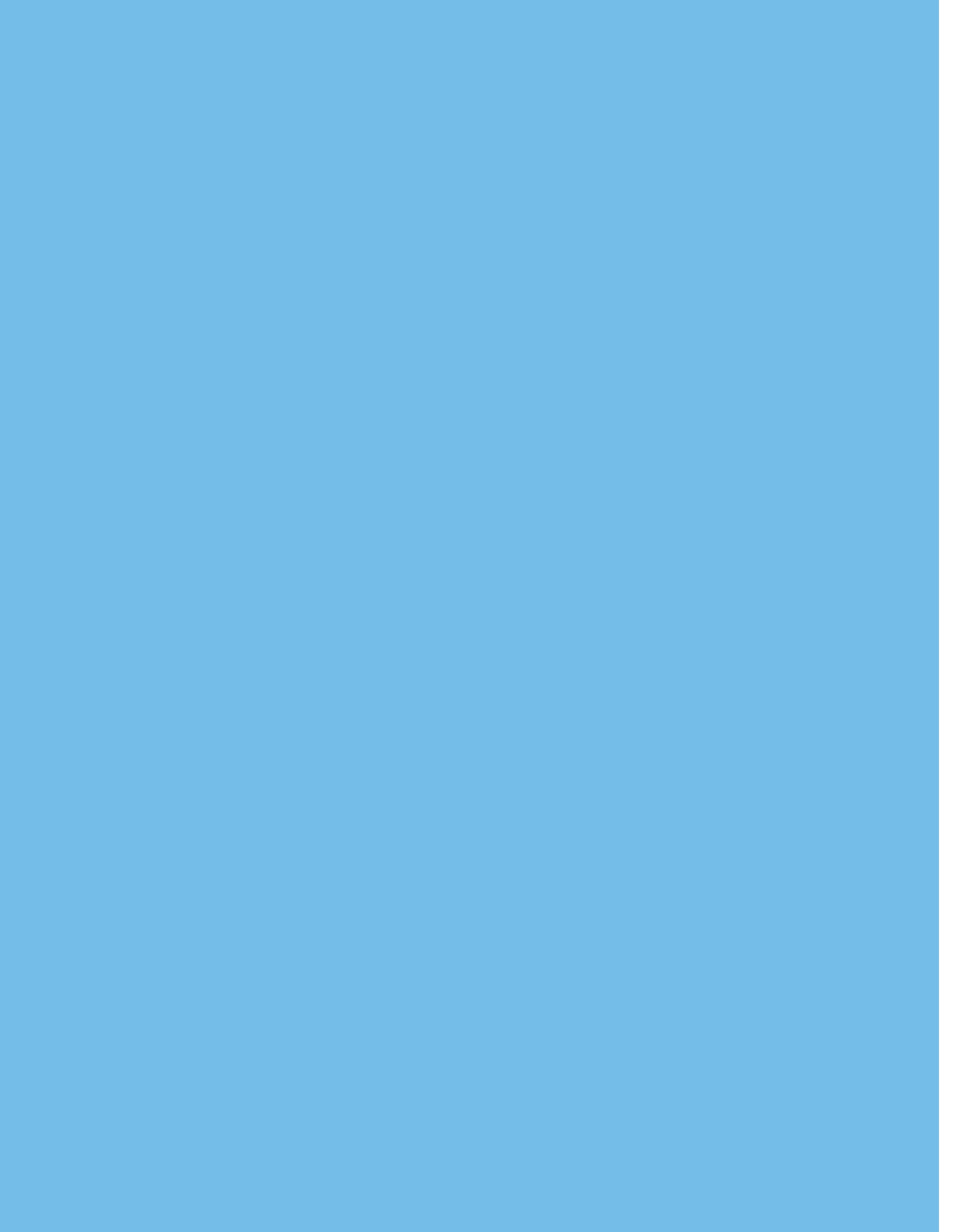
*“Benefiting employment sectors in the community — education, health care, social services, and city planning”*

*“Instilling the need for a serving heart, a listening ear, and a diligent work ethic”*

# CREATING A CLIMATE FOR SERVICE LEARNING SUCCESS

BY CAROL JEANDRON  
AND GAIL ROBINSON





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The American Association of Community Colleges (AACC) is the primary advocacy organization for the nation's community colleges. The association represents 1,200 two-year, associate degree-granting institutions and nearly 12 million students. AACC promotes community colleges through five strategic action areas: recognition and advocacy for community colleges; student access, learning, and success; community college leadership development; economic and workforce development; and global and intercultural education. Information about AACC and community colleges may be found at [www.aacc.nche.edu](http://www.aacc.nche.edu).

This material is based upon work supported by the Corporation for National and Community Service under Learn and Serve America Grant Number 06LHHDC001. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of the Corporation or the Learn and Serve America program.

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Printed by HBP Inc.  
Printed in the United States of America

# TABLE OF CONTENTS

<b>INTRODUCTION</b> .....	4
<b>CHAPTER 1. STRATEGIES FOR PROGRAM INSTITUTIONALIZATION</b>	
Campus Climate .....	6
Student Engagement and Leadership .....	8
Faculty Development and Engagement .....	12
Curricular Integration .....	14
Community Collaboration .....	17
Administration Involvement and Support .....	20
Program Development, Management, and Assessment .....	22
Sustainability and Institutionalization .....	23
<b>CHAPTER 2. BILINGUAL SERVICE LEARNING PROJECTS</b> .....	24
<b>CHAPTER 3. LESSONS LEARNED</b> .....	27
<b>CHAPTER 4. RESOURCES</b>	
References .....	29
Horizons Colleges, 2006-2009 .....	30
Service Learning Institutionalization Rubric .....	32
Institutionalization Checklist .....	36
Online Resources .....	39
<b>ACKNOWLEDGMENTS</b> .....	40



# INTRODUCTION

**T**he American Association of Community Colleges (AACC) defines service learning as the combination of classroom instruction with community service, focusing on critical, reflective thinking as well as personal and civic responsibility. Service learning programs involve students in activities that address local, community-identified needs while developing their academic skills and commitment to their community (Gottlieb and Robinson 2006).

In 2000, AACC published the project brief, *Creating Sustainable Service Learning Programs: Lessons Learned from the Horizons Project, 1997-2000*. The publication suggested benchmarks and steps that colleges could take toward the institutionalization of service learning programs.

Ten years later—and 15 years after Learn and Serve America began funding community colleges around the country—it is time to ask if colleges are meeting the same challenges in similar ways. Are students learning better or differently? Have faculty development efforts improved? Are colleges introducing both full-time and adjunct faculty to the service learning pedagogy? Have the types of community partnerships changed?

This publication looks at 13 colleges

that were selected in a national competition for AACC's program, Community Colleges Broadening Horizons through Service Learning. The colleges received funding of \$5,000 to \$16,000 per year from 2006 through 2009 and participated in consortium-wide training and leadership development efforts.

The stories in this report are those of the 13 Horizons colleges, but they represent the 60 to 70 percent of community colleges across the country that have solidly embraced service learning and community engagement.

The 2000 sustainability publication looked at activities and strategies used by previous Horizons colleges to ensure institutional and community support for service learning. The strategies fell into eight major topic areas:

- 
- Campus Climate
  - Student Participation and Leadership
  - Faculty Development and Involvement
  - Curricular Integration
  - Community Collaboration
  - Administration Involvement and Support
  - Program Development and Management
  - Sustainability and Institutionalization

This new report describes similar strategies that the 2006-2009 Horizons colleges used or supported, and then offers lessons learned to help advance the service learning and community engagement field. Most of the strategies are similar to those used a decade ago—proven strategies that work—with the addition of new media and technologies that have been developed in recent years.

In the end, sustaining and institutionalizing service learning comes down to building and maintaining reciprocal relationships. Read on for useful ideas to strengthen and institutionalize your own programs.

# STRATEGIES FOR PROGRAM INSTITUTIONALIZATION

## CAMPUS CLIMATE

Participants at AACC’s Horizons colleges realized that, to be successful, service learning programs must exist in environments that are supportive, positive, and celebratory. The support and involvement of the college’s faculty and administration play an important role in establishing such an environment. However, other strategies need to be employed to ensure that the optimal campus climate exists for service learning success.

These strategies include providing opportunities to celebrate and recognize achievements and service through student awards and scholarships; implementing board policies supporting service learning; producing positive publicity and promoting visibility; cultivating and recruiting lead faculty members; and conducting “taste of service” days and service fairs.

To create the campus climate necessary for service learning success, the Horizons colleges used several strategies, including:



Service learning students from Lorain County Community College tend a community garden planted on campus.

- 
- New employee orientation sessions featuring service learning information for faculty and staff (Western Piedmont Community College)
  - Celebratory events where students, faculty, staff, and partners shared their service learning experiences (Lorain County Community College, Queensborough Community College)
  - A week-long symposium on service and learning featuring guest speakers, training, and activities for students, faculty, administrators, and community partners (Salt Lake Community College)
  - A bimonthly e-newsletter to disseminate service learning information on campus (Baton Rouge Community College)
  - Student newsletters highlighting the program and community partners (Trinidad State Junior College)
  - Logos and materials promoting service learning on campus and in the community (Laramie County Community College, Lorain County Community College)
  - An interdisciplinary campus-community garden open to all (Lorain County Community College)
  - New media sites (e.g., YouTube, Facebook, Twitter) promoting and recruiting for service learning activities (Lorain County Community College, Queensborough Community College, Salt Lake Community College)
  - Inclusion in the President's Higher Education Community Service Honor Roll (Baton Rouge Community College, Chattahoochee Technical College, Laramie County Community College, Portland Community College, Queensborough Community College, Salt Lake Community College, Tacoma Community College, Western Piedmont Community College, Western Technical College)

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## STUDENT ENGAGEMENT AND LEADERSHIP

Service learning students have powerful voices. Successful service learning programs have expanded student roles beyond service activities to include identifying and developing service learning projects, recruiting their peers, leading reflection activities, serving on advisory committees, and making presentations to college governing boards, faculty, students, and community agency representatives.

Many colleges celebrate student achievements and provide notations on college transcripts as well as recognition through certificates, awards, and scholarships. The President's Volunteer Service Award is a frequently used, nationally recognized citation.

Students often assume leadership roles as service learning ambassadors tracking student

service hours, presenting service learning opportunities to their peers, assisting faculty with student placement, and working with community partners.

Successful service learning programs should be accessible to all students. Program directors realize that students with disabilities, as well as students in developmental courses, deserve opportunities to participate in service learning activities. To call attention to "service inclusion," from 2005 through 2009 AACC received funding through a Corporation for National and Community Service special initiative, Engaging Persons with Disabilities in National and Community Service. Students who took part in service activities and leadership and mentoring opportunities reported increased self-awareness, self-confidence, and pride in their contributions to their college and community (Barnett and Jeandron 2009).

The Horizons colleges used a variety of strategies that involved students as participants and leaders, including:



Lorain County Community College nursing students receive medallions to honor their service learning achievements.

- 
- Participating in campus-wide workshops, end-of-semester celebrations, and an annual honors conference (Queensborough Community College)
  - Establishing “campus community ambassadors” to enhance student interest in and raise the profile of service (Portland Community College)
  - Recognizing student participants with service learning medallions to wear at an annual celebration and at commencement (Lorain County Community College)
  - Requiring a service component for all activities and clubs funded by the student government (Laramie County Community College)
  - Publishing and posting an online student newsletter (Trinidad State Junior College)
  - Giving presentations to college classes as well as at new employee orientation sessions (Western Piedmont Community College)
  - Creating a social media presence via Facebook and Twitter for service learning photos, reflections, and activities (Salt Lake Community College)



A basic skills workshop instructor at Queensborough Community College prepares her students to serve as tutors for students with less advanced reading skills.

The value of service learning participation to students is well documented in their own reflection essays.

“Service learning is a vital part of my education at Western Piedmont Community College. By working with Habitat for Humanity, the American Red Cross, Martin Luther King Day, and the VITA [Volunteer Income Tax Assistance] program, I have begun to realize it is my responsibility to serve the community. A mixture of both excitement and nervousness comes over me with each new opportunity. Taking a deep breath, I begin with hope and an open mind. I’ve never realized how many life skills I have not only used but learned while helping others. I have gained a true appreciation for the opportunity to stretch beyond my comfort zone and give new experiences a chance. I’m actually sad as I finish each project. Thankfully, service learning goes beyond the classroom and filters into my everyday life. The best part is that I’m helping others. Isn’t that what life is all about?”

— Kelly Childs, accounting student, Western Piedmont Community College



Western Piedmont Community College student Kelly Childs (lower right) helps build a Habitat for Humanity house.

“Service learning, with its practical aspect of hands-on learning, has afforded me many hours of experience the classroom cannot offer. Exciting, nerve-wracking, challenging, rewarding, humbling, the need for a serving heart, a listening ear, and a diligent work ethic — all are words I would use to describe my service learning experiences at Western Piedmont. The occasions I’ve had over the last two years to be ‘in the field’ have enhanced my overall school experience and education tremendously.”

— Debbie Ballentine, interpreter education student, Western Piedmont Community College

*“[For my service learning assignment] I speak to classes. I inspire [adult basic education] students who are where I was. And it’s helped me with my math. I am not a great math student, but the confidence that I have to speak in front of administrators and Ph.D.s has given me enough confidence when I’m sitting in my math class to know that I know what I’m doing. . . . I’ve seen service learning change my career path. It hasn’t changed my degree goal, but it has changed which direction I would take. Instead of being just an average social worker or advocate, I found a specialty. I developed a skill to take my degree up beyond anything I would have previously imagined. I would have not found my passion if it wasn’t for serving as a student and being given the opportunity. I’m very thankful for that, because now I see where I’m going, and with such clarity.”*

— Jessica Hodges, speech student, Tacoma Community College

*“When [my Spanish] professor caught wind of my interest in filmmaking, she approached me with the idea of creating a short documentary based on a group of Spanish-speaking students who taught a class of illiterate Latin-American adults how to read and write in their native language. Due to my work on the documentary, I was able to use my time productively and eventually created something that I enjoyed working on and learned from greatly. I feel that service learning is a movement that can help students in many different areas of interest. Whether a student is an education major or just a person interested in something as abstract as film, service learning can improve the process of learning. I can say this not only because I documented other students who confirmed this improvement in learning, but also because I experienced it firsthand.”*

— Victor Peña, Spanish composition student, Queensborough Community College

## FACULTY DEVELOPMENT AND ENGAGEMENT

College faculty members are key to the success of service learning but they have varying levels of knowledge of and experience with the pedagogy. Each year new full-and part-time instructors join their colleagues in teaching with service learning. Effective strategies to enhance their skills include using service learning handbooks, Web sites, workshops, webinars, orientation meetings, and brown-bag lunches; having a designated faculty coordinator and mentors; and collaborating with centers for teaching and learning and

other internal professional development entities.

Attendance at regional or national conferences has long been considered an effective faculty development activity. However, in a difficult economy, many colleges face travel restrictions limiting attendance at these events. Colleges need to become more reliant on web-based training and national, state, and regional collectives such as AACC, the Community College National Center for Community Engagement (CCNCCE), and state Campus Compacts.

Some faculty development activities undertaken by the Horizons colleges included:

- Holding faculty “lunch and learn” sessions (Lorain County Community College)
- Engaging trained service learning faculty leaders to recruit other faculty in their divisions (Laramie County Community College)
- Ensuring that faculty receive staff development credit for attending service learning workshops and for offering service learning in their courses (Chattahoochee Technical College)
- Having the center for excellence in teaching and learning provide curriculum and instructional support for the service learning pedagogy (Queensborough Community College)
- Presenting webinars for a national audience (Salt Lake Community College)
- Recognizing service learning faculty at graduation with stoles embroidered with the service learning logo and school emblem (Laramie County Community College)



Community partners brainstorm potential projects with Queensborough Community College faculty at a regularly scheduled breakfast meeting.

*“When I spoke with instructors who had incorporated service learning into their teaching, they typically noted the same benefits reported in decidedly service learning-friendly sources such as [servicelearning.org](http://servicelearning.org) [the National Service-Learning Clearinghouse]. These veteran instructors often conceded conflicts that arose with service learning as well as the enormous amount of energy that went into it. That is, the nature of service learning means a higher degree of uncertainty is built into the curriculum (e.g., how well agencies will co-mentor students), so a higher degree of ongoing trouble-shooting on the instructor’s part is vital. Thus, service learning is a continuing process of learning for instructors.”*

Mary Chen-Johnson, English instructor, Tacoma Community College

*“For me, service learning goes beyond the theory-into-practice model. It enhances the learning with real-life, real-time applications and empowers the learners as they become agents of change. Service learning is collaborative learning at its best—a true community builder. It allows students to take ownership of their work. It suddenly becomes real, it is authentic, and it is theirs.”*

— María Mercedes Franco, mathematics and computer science professor,  
Queensborough Community College

## CURRICULAR INTEGRATION

**B**ecause service learning focuses on classroom instruction and community service, successful institutionalization strategies must address the curriculum. Faculty who are new to the pedagogy need assistance and training to successfully integrate service learning into their courses.

Faculty need to understand the difference between service learning experiences embedded in the curriculum and volunteer experiences that are not curricular in nature. Topic-specific training workshops, teaching circles, and other activities can help faculty understand how to infuse service learning into their courses. For the Horizons colleges,

mentoring newer instructors by experienced service learning faculty was a successful strategy as experienced practitioners shared techniques for guiding critical reflection, revising syllabi, and selecting service sites.

Several colleges included service learning in course descriptions in the catalog and class schedule. Another beneficial tactic is to maintain a collection of service learning syllabi that is accessible to all faculty, whether online, in the college's center for teaching and learning, or in a service learning office.

Instructors at Chattahoochee Technical College created a freshman experience learning community in English, sociology, psychology, and technology that featured service learning. Following the two-quarter sequence of courses, students indicated that service learning was the primary instructional strategy that kept them coming back to class each day, more than other first-year experience activities. Retention rates increased well beyond the college's average.



Students combine skills in early childhood education and sustainability by teaching children about the environment and helping them plant vegetables and flowers in the service learning garden at Chattahoochee Technical College.

**BETWEEN 2006 AND 2009, THE HORIZONS COLLEGES OFFERED A TOTAL OF 151 COURSES THAT OFFERED SERVICE LEARNING FOR THE FIRST TIME. THESE INCLUDED:**

ACCOUNTING	EDUCATION	OFFICE SYSTEMS
ADULT BASIC EDUCATION	ENGINEERING	PHYSICS
AMERICAN GOVERNMENT	ENGLISH	POLITICAL SCIENCE
AMERICAN SIGN LANGUAGE INTERPRETER EDUCATION	ENGLISH AS A SECOND LANGUAGE	PSYCHOLOGY
ANTHROPOLOGY	FINANCIAL MANAGEMENT	PUBLIC ADMINISTRATION
AQUACULTURE	GARDENING	RADIOLOGY
ART	GEOGRAPHY	READING
AUTOMOTIVE BODY REPAIR	HEALTH	SOCIAL STUDIES
BIOLOGY	HISTORY	SOCIAL WORK
BUSINESS	HUMAN DEVELOPMENT	SOCIOLOGY
CARPENTRY	INDUSTRIAL TECHNOLOGY	SPANISH
CHEMISTRY	LIVESTOCK FITTING, SHOWING, AND JUDGING	SPEECH
COMMUNICATION	MANAGEMENT	STUDY SKILLS
COMPUTER SCIENCE	MARKETING	THEATER
CONSTRUCTION	MASSAGE THERAPY	THERAPEUTIC RECREATION
CRIMINAL JUSTICE	MATHEMATICS	TOURISM
DENTAL HYGIENE	MUSIC	URBAN STUDIES
EARLY CHILDHOOD EDUCATION	NURSING	WOMEN'S STUDIES
	NUTRITION	



Western Piedmont Community College construction students renovate a dock in a state park during a college day of service.

*“Experiential and interactive learning,’ ‘broadening horizons,’ ‘new perspectives,’ and ‘skill development.’ These are the words that I now equate with service learning. My students have come to realize that the theories we discuss in class are true in real-life situations; they have discovered that it is part of their responsibility as an [American Sign Language] interpreter to bridge cultures and communities; they have gained new perspectives and insights about subcultures, such as the deaf-blind community; and they have honed their interpreting skills with real people in real situations. Service learning is an invaluable classroom tool.”*

— Danette Steelman-Bridges, interpreter education faculty/coordinator,  
Western Piedmont Community College

*“I think all of us who are now service learning practitioners feel fortunate to participate in a pedagogy that so dramatically elevates and empowers students both academically and socially. I must confess that I also find it personally empowering (and humbling!) to be an agent of change.”*

— Sharon Ellerton, anatomy and physiology instructor, Queensborough Community College

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## COMMUNITY COLLABORATION

Service learning programs strive to provide a win-win situation for all involved. Effective programs happen only when reciprocity exists between community partners (e.g., K-12 schools, community-based organizations, social service agencies) and college service learning practitioners.

Research indicates that community partners see greater benefits to their organizations and constituents when faculty work directly with them over multiple quarters, semesters, or years (Sandy 2007). This means faculty must invest more time in learning about the agency's or school's needs and how their disciplines and their students can help meet those needs. Establishing reciprocal relationships and deepening the commitment between partners and faculty result in more meaningful service learning experiences for students and real impact on communities.

Many strategies effectively enhance college/community collaboration. Some examples include offering service learning training for agency representatives; providing an orientation handbook or Web site; developing a partner directory listing service learning placement sites; recognizing outstanding partners; conducting service fairs; presenting jointly

at conferences and workshops; and visiting the agency or school site.

All Horizons colleges established a service learning advisory board, committee, or action team that included community partners as members. Such advisory groups meet regularly in person, by telephone conference call, or online.

Community agencies obtain numerous benefits from collaborating with colleges in service learning activities. These include expanding their capacity to meet local needs, providing increased services to their



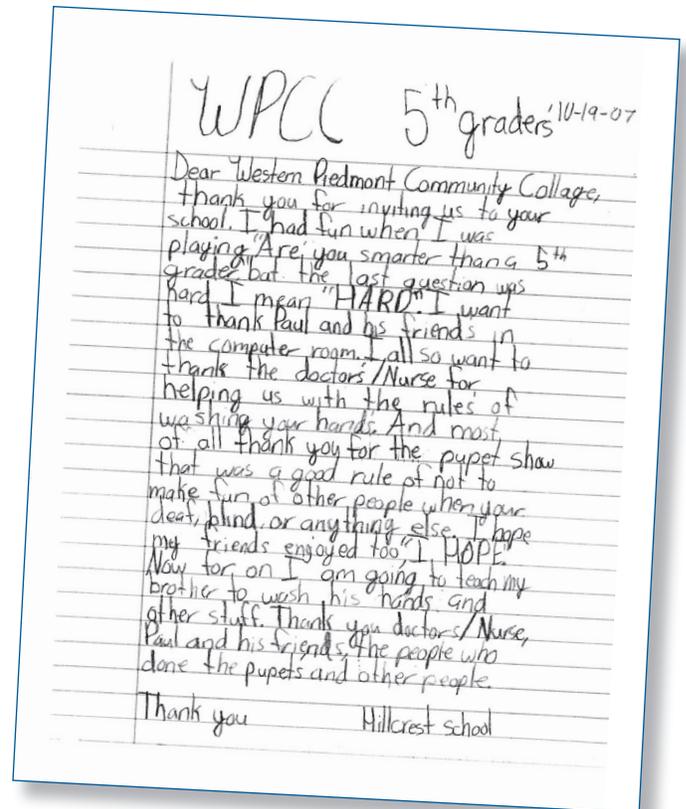
A Salt Lake Community College service learner prepares to replace invasive species with native plants.

constituents, acquiring supplemental staffing at no cost, recruiting potential employees, and enhancing their public relations image.

Service learning community partner representatives play a variety of important roles in the collaboration. They may orient students to the organization (e.g., purpose, policies, employees); mentor and supervise students; lead reflection activities; educate through on-campus activities and classroom and conference presentations; provide scholarships; and evaluate the service learning experience.

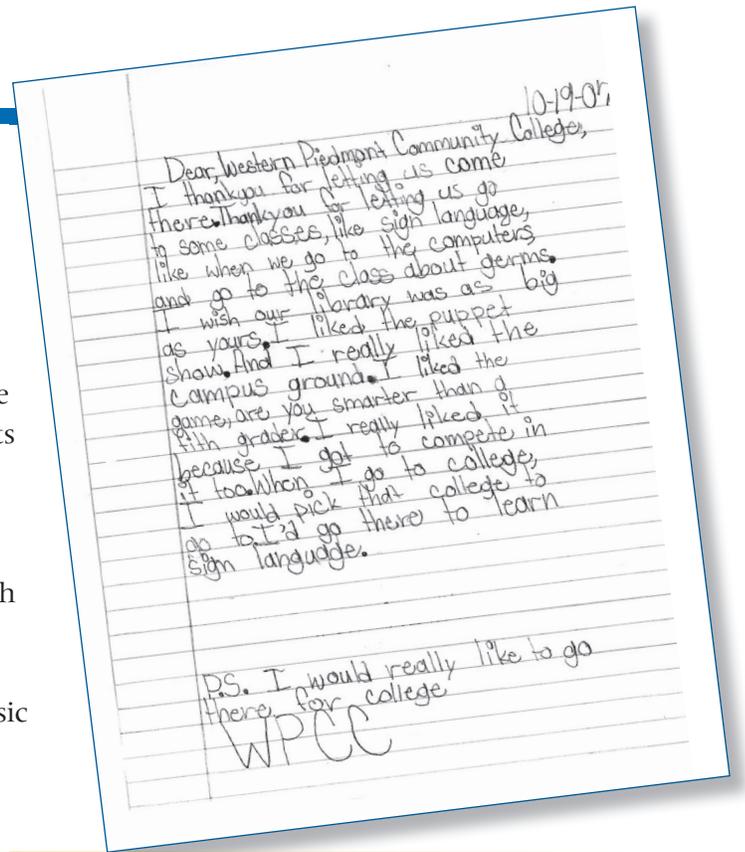
The collaboration between the Horizons colleges and their community partners resulted in various strategies being employed, including the following:

- All of the colleges provided opportunities for community agency and K-12 school representatives to attend training and informational sessions on campus. Queensborough Community College, through a generous grant from Con Edison, held “meet and greet” breakfasts that allowed community-based organizations to come to campus and share their organizations’ missions and goals with faculty who wished to align course-specific objectives to meeting community needs.
- Many of the colleges participated in annual Martin Luther King, Jr. (MLK) Day events. A new initiative at Baton Rouge Community College was the MLK Day of Service Student Outreach Fair. At an information center staffed by service learners, students could sign up for campus clean-up activities and on-site community partner orientation.
- Students, faculty, and staff from Portland Community College collaborated with several local higher education institutions to maximize the impact of their MLK Day activities. Participants served across the city of Portland, building personal and institutional relationships.
- A nonprofit supportive housing community for families served as a partner for College of Alameda students and faculty. Located on a former naval base near the college, the organization managed large community gardens



that students helped to cultivate, and also provided computer labs where students assisted residents with word processing skills.

- Western Piedmont Community College held a “College Day” involving students from different courses serving fifth graders from local schools. A majority of the children were economically disadvantaged and did not have English as their first language. They attended college classes, learned phrases in American Sign Language, practiced basic health skills, and watched a skit about people with disabilities.



*“Most of our interns and volunteers are interested in nursing or in health in general. It is interesting to see that with tuberculosis we could collaborate with a math class. [Queensborough Community College’s service learning] math class is giving us summaries and bar graphs. We have been able to go back to the Department of Health, which funds our program, and give them this information. I am in the field a lot and don’t have time to crunch those numbers, so to have a resource like the math class at QCC has been invaluable.”*

— Greta Elysée, project associate, Center for Immigrant Health, New York University Department of Medicine

*“Tacoma Community College has been a valued partner in the development of the Tacoma Goodwill REACH: Resources for Education and Career Help project. REACH will offer a highly collaborative education, employment, and mentoring support center for at-risk youth from areas with Tacoma’s highest juvenile crime rate and lowest income levels. Tacoma Community College’s role in the design and implementation of this center has been focused on the provision of peer mentoring support services through service learning courses and the Students in Service AmeriCorps programs.”*

— Kurt Miller, director, Tacoma Goodwill REACH

## ADMINISTRATION INVOLVEMENT AND SUPPORT

**R**esults of several AACC studies reveal that the support of community college administrators is crucial to developing and sustaining service learning programs (Robinson and Barnett 1996; Prentice 2002; Prentice, Exley, and Robinson 2003; Prentice, Robinson, and McPhee 2003). Despite the fact that faculty play the primary role in incorporating service learning into the curriculum, the teaching pedagogy will not thrive or become institutionalized at a college without the strong support and involvement of the institution's administrators.

Both the 1997-2000 and 2006-2009 Horizons college cohorts confirmed the advantages that the president, chief academic officer (CAO), and deans provide to service learning programs. The responsibilities of

the CAOs in particular allow them to play a pivotal role in the process of institutionalizing service learning.

To spur the support of the Horizons college CAOs, in 2001 AACC initiated an annual CAO Summit on Service Learning Institutionalization, to which the CAOs from then-current and previous Horizons grantee colleges were invited. Participants discovered quickly that, despite coming from diverse colleges (e.g., geographical location, size, student demographics), they shared many of the same challenges. These included competition for limited financial resources among the various campus programs and projects and the CAOs' own time constraints.

Reflecting on conversations at a summit, one CAO's comment was typical of participants: "I plan to heighten the visibility of service learning as an institutional priority and pedagogical strategy to engage students more meaningfully." Another said, "I am satisfied with our current progress toward service learning institutionalization, but there is more we can and should do to more fully integrate service learning with our vision, mission, and strategic plan."



Western Piedmont Community College's vice president for academic affairs Michael Helmick (right) works with therapeutic recreation instructor Cindy Konarski to build a wheelchair-accessible ramp during a United Way Day of Caring.

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At the request of the CAOs, AACC made the summit an annual event. Summit discussions have resulted in suggested actions administrators can take to support their institutions' service learning programs. These include the following:

- Provide college budget support. Besides creating line items to support staffing and office space, several administrators of the Horizons colleges provided fees to join state Campus Compacts.
- Participate in service learning events. Administrators can demonstrate their commitment by attending events such as student and community partner recognition ceremonies and group reflection sessions.
- Encourage support from others by referring to service learning at various campus-wide functions as well as community events. These may include new faculty orientation, convocation, and graduation.
- Include service learning in faculty job advertisements, interviews, and promotion and tenure processes. Several CAOs are building their service learning faculty ranks by focusing on hiring instructors who have experience or are interested in teaching with service learning.
- Teach the college's foundation staff about service learning. Potential donors need to know about community engagement activities that can be combined with scholarships and other funding opportunities.

*“Service learning is this big, amazing, magnificent concept. It’s part of everything. It has survived different Republican and Democratic administrations, different college presidents, and different initiatives. This is our work—it involves all of us—at all community colleges. Our students deserve to have an opportunity to do service learning at our colleges.”*

—Pamela Edington, dean, academic affairs, Norwalk Community College

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## PROGRAM DEVELOPMENT, MANAGEMENT, AND ASSESSMENT

**C**reating Sustainable Service Learning Programs: Lessons Learned from the Horizons Project, 1997-2000 (Robinson 2000) described effective strategies for program development and management, including a formal assessment for service learning; a link between evaluation and institutional goals; a mechanism for reporting assessment results to all stakeholders; the establishment of an advisory board comprising administrators, faculty, community partners, and students; and the formation of a service learning center with physical space and staff. These strategies are still used by community colleges around the country.

Many colleges use Federal Work-Study students or AmeriCorps VISTA members to help manage their service learning programs. Chattahoochee Technical College, Lorain County Community College, and Western Technical College all employed one or more VISTAs to assist with faculty development, track student participation, and act as liaisons with community partners.

Each Horizons college established a service learning advisory committee to oversee activities, review and participate in training opportunities, and provide counsel on advancing service learning on campus and in the community. One example of the important endeavors undertaken by such groups is the action of Laramie County Community College's advisory board,

which developed a five-year plan for service learning that included the creation of a center for community engagement.

Colleges use formal and informal evaluation methodologies to assess their service learning programs. In the Horizons project, formal evaluations were conducted primarily through end-of-course surveys completed by service learning faculty, students, and community partners. Electronic portfolios, focus groups, and interviews served as additional evaluation instruments.

AACC emphasized measuring learning outcomes attainment for students at the 2006-2009 Horizons grantee colleges. To investigate the relationship between service learning participation and academic learning, AACC used both quantitative and qualitative methodologies as evaluation tools (Prentice and Robinson 2010). Ten of the Horizons colleges participated in the study, which showed that service learning participation was a predictor of increased student learning outcomes.

In addition, Horizons students and faculty indicated that service learning contributed to increased student retention, persistence, and commitment to completing their academic degrees. These outcomes align with research on service learning as one of several high-impact educational practices that have a significant influence on student success (Kuh 2008).

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## SUSTAINABILITY AND INSTITUTIONALIZATION

**H**orizons grantee team members and chief academic officers employed Andrew Furco's *Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education* (2003) to gauge the progress of their service learning institutionalization efforts. The five dimensions of this widely used self-assessment rubric are philosophy and mission of service learning, faculty support for and involvement in service learning, student support for and involvement in service learning, community participation and partnerships, and institutional support for service learning (see chapter 4).

To institutionalize service learning programs, Horizons colleges undertook many strategies related to these five dimensions. One approach was to incorporate service learning into departmental- and college-wide long-range plans, mission statements, accreditation documents, and grant applications. Other tactics included making service learning a budget line item, making service learning a degree requirement, and working with the chief academic officer to ensure academic integrity and rigor in all aspects of the program.

Horizons colleges took important steps toward institutionalizing their service learning programs. These actions included:

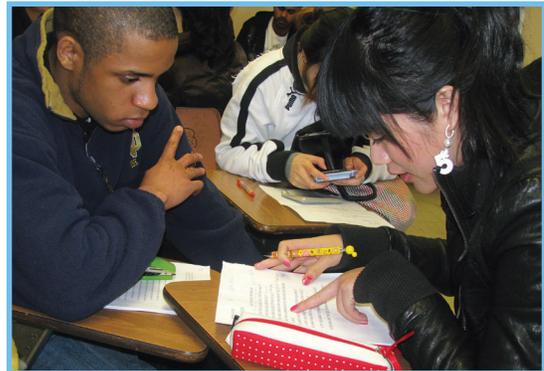
- Incorporating service learning in the college's strategic plan (Chattahoochee Technical College, Trinidad State Junior College)
- Using the institutionalization rubric to compare administrator, student, partner, and faculty perceptions as a means to identify strengths, weaknesses, and opportunities in the service learning program (Western Technical College)
- Establishing a center for community engagement, with service learning as one of the four pillars of the center (Laramie County Community College)
- Working closely with the college grants office to incorporate a service learning component into new grant proposals (Lorain County Community College, Queensborough Community College)
- Providing direct funding for service learning initiatives (Salt Lake Community College, Tacoma Community College)

# BILINGUAL SERVICE LEARNING PROJECTS

The 2006-2009 Horizons colleges placed a special focus on creating and implementing service learning experiences that addressed bilingual needs of students and community members from diverse cultural and ethnic backgrounds. Service learners produced bilingual products, resources, and services that were used by K-12 schools, community-based organizations, and local governments.

Projects that focused on the needs of these diverse populations included the following:

- Queensborough Community College students in a Spanish composition course provided adult basic education in Spanish for immigrants with significant literacy needs in their native language. Students also produced a video (narrated in Spanish with English subtitles) that documented the service learning project.
- Psychology and Spanish students at Baton Rouge Community College worked with children of adults attending English as a second language classes, helping them with homework and language skills. Students also created bilingual posters to help non-English-speaking residents follow proper emergency evacuation procedures in the event of a hurricane.
- While serving at a local free clinic, Lorain County Community College nursing students realized that many clients did not speak English. They identified translators and other bilingual nursing students to produce educational brochures and posters in both English and Spanish, which the students used to teach and reinforce proper medical regimens.
- Dental hygiene students at Laramie County Community College prepared pamphlets in Spanish that described the availability of free dental care and how to make appointments. The pamphlets were distributed at a local food bank. When the hygienists were treating children, a Spanish-speaking student was often available to talk to them, keep them calm, and explain the procedures.



Queensborough Community College students interact by practicing their oral and written language skills.

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- Aquaculture students at Trinidad State Junior College partnered with Colorado’s native aquatic species restoration facility to help recover aquatic species in decline and also created a marketing brochure on the nutritional value of a healthy fish diet. The brochure was translated into Spanish for the local Guatemalan community and distributed at community sites including hospitals, clinics, and cultural events.



Aquaculture students from Trinidad State Junior College monitor aquatic life in a Colorado stream.

- Tacoma Community College started a speakers bureau that gave international, immigrant, and developmental education students opportunities to speak about their college experiences in group settings. Speaking publicly gave them the self-confidence to share their own stories with non-native English speakers and encourage them to attend college.
- English as a second language students at the College of Alameda created native-language translations of English-language documents sent home to parents by the K-12 school district.
- Latino students in a leadership program at Rogue Community College served as mentors for Latino high school students to educate them about postsecondary financial aid and scholarships and encourage them to apply to college. The high school students in turn shared the college information and applications with their peers, parents, and siblings.
- Service learners at Western Piedmont Community College provided translation services in Spanish and American Sign Language for county residents needing assistance with tax preparation, while accounting students helped complete the tax forms.

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“The individuals who receive tax preparation [assistance] benefit from the free service and the excellent quality provided by Western Piedmont Community College’s management of the program. In tax year 2006, WPCC [service learners] assisted more than 220 taxpayers in filing both federal and state returns. These taxpayers received over \$80,000 in Earned Income Tax Credit payments, over \$39,000 in child tax credits, and over \$236,000 in total federal tax refunds. The service learning students at WPCC help our organization achieve our goals and provide a substantial economic benefit to the community.”

— Bruce Putman, Internal Revenue Service

*“I have seen first-hand how students who have participated in service learning have increased their appreciation for cultural diversity, gained deeper understanding of the cultural/language struggles faced by non-English-speaking immigrants, become aware of the importance of second language learning in early childhood, and increased their confidence about the possibility of becoming fluent in a second language without living abroad.”*

— Ana Boone, Spanish instructor, Baton Rouge Community College

## LESSONS LEARNED

**T**he 2006-2009 Horizons colleges represented the diversity that exists in community colleges nationwide. They varied in many aspects including geographical location, size of student and community populations, ethnic makeup of these populations, and knowledge and past implementation of service learning. Despite the diverse characteristics, certain commonalities appeared as service learning was implemented in these colleges. These shared characteristics can be viewed as lessons learned and may prove useful to other colleges in their implementation of service learning.

**IDENTIFY CAMPUS LEADERS.** Putting the right people in place to champion service learning on campus is critical to building and sustaining a program. These may be respected, long-time faculty or staff members, or up-and-coming instructors who see the benefits for the campus and the community. Faculty leaders need to take time to mentor and train others who are new to the service learning pedagogy; administrators and staff should do the same with their colleagues.

**CREATE OPPORTUNITIES FOR STUDENT INVOLVEMENT AND LEADERSHIP.** Students can play many roles in service learning programs including identifying potential partners, recruiting their peers, designing projects, leading reflection activities, serving on advisory committees, and making presentations to governing boards and other groups.

**PROVIDE ONGOING FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES.** Training and mentoring are needed to ensure that faculty have the knowledge and resources necessary to implement effective service

learning experiences in their courses. Opportunities can be provided through several channels including campus workshops; web-based training; attendance at conferences; and one-on-one mentoring with experienced faculty and staff.

### **FOCUS ON DEVELOPING A LIMITED NUMBER OF TRUE COMMUNITY PARTNERSHIPS.**

Developing effective, reciprocal community partnerships involves a great deal of time and effort from both the college and community perspectives. Colleges should emphasize the quality of partnerships rather than the quantity to achieve a deeper, long-term impact in the community. Faculty should develop good working relationships with agency staff to ensure that students meet their learning objectives while providing the greatest assistance to the partner organization.

**ACQUIRE THE SUPPORT OF KEY ADMINISTRATORS, PARTICULARLY THE CHIEF ACADEMIC OFFICER.** Administrative support is necessary for service learning to become institutionalized on campus. Administrators can provide the means necessary to build and



sustain the infrastructure for service learning, such as including service learning as a budget line item, establishing a service learning office with staff, and incorporating service learning into the college's strategic plan and accreditation self-study.

**MAKE INCLUSION A PRIORITY.** The Horizons colleges focused on meeting bilingual needs in their communities. For these colleges, inclusion meant reaching out to non-native English speakers to help develop service learning projects and identify community needs. Inclusion also means inviting students with disabilities to participate in service learning alongside their peers so that everyone benefits.

**BUILD AND STRENGTHEN INTERNAL COLLABORATIONS.** Working with other entities on campus—including student affairs, centers for teaching and learning, grant and resource development offices, academic advising and counseling, institutional research, and disability support services—has proved very effective in initiating and enhancing service learning programs.

**EVALUATE THE PROGRAM.** Formal assessment of the service learning program needs to be ongoing in order to make informed decisions regarding the effectiveness of the program and the direction in which it should go. Have data ready to meet accountability demands. Use the Carnegie community engagement classification for benchmarking and recognizing progress.

**CELEBRATE SUCCESSES.** Celebration and recognition are important. Make opportunities to express appreciation to campus and community supporters. Plan a recognition day to thank faculty, students, partners, administrators, and other participants for their contributions. Use these occasions to inform and educate community members and decision makers about the program.

Nearly all of these lessons have one thing in common: they need not cost money if the campus climate is right. Given that many community colleges have experienced state and local budget cuts, this is an important consideration. Setting the tone and establishing the culture of an institution as one of service to the community are the cornerstones to strong service learning and civic engagement programs.

When creating a climate for service learning to succeed, all practitioners should keep in mind the larger goal of higher education: to create good citizens. It is not enough to produce skilled workers if they lack the tools to think critically about why they do their work and the roles they can play in society. Civic responsibility goes well beyond voting every four years. It means participating in local communities in a diverse democracy and working toward the common good.

Service learning is an ideal means to achieve those goals, but it is just a beginning. Creating a climate conducive to conversation, dialogue, and deliberation is the next step. AACC invites you to join in the journey.

# RESOURCES

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## HORIZONS COLLEGES, 2006-2009

### Baton Rouge Community College

201 Community College Drive  
Baton Rouge, LA 70806  
www.mybrcc.edu

**Project Director:** Donna Porche-Frilot,  
Director, Service Learning

**Project Associate:** Ana Boone, Instructor,  
Spanish

**Primary Community Partner:** Catholic  
Charities of the Diocese of Baton Rouge

### College of Alameda

555 Ralph Appezato Memorial Parkway  
Alameda, CA 94501  
www.alameda.peralta.edu

**Project Director:** Stefanie Ulrey,  
Instructor, English as a Second Language

**Project Associate:** Robert Brem,  
Instructor, Politics and Psychology

**Primary Community Partner:** Alameda  
Unified School District-ASTI

### Laramie County Community College

1400 East College Drive  
Cheyenne, WY 82007  
www.lccc.wy.edu

**Project Director:** Jeri Griego, Instructor,  
Accounting and Business

**Project Associate:** Keith Robinder, Director,  
Student Life and Community Engagement

**Primary Community Partner:** United Way of  
Laramie County

### Lorain County Community College

1005 North Abbe Road  
Elyria, OH 44035  
www.lorainccc.edu/servicelearning

**Project Director:** Marcia Jones, Manager, Career  
Services

**Project Associate:** Barbara Wilford, Assistant  
Professor, Nursing

**Primary Community Partner:** Leadership  
Lorain County

### Queensborough Community College

222-05 56<sup>th</sup> Avenue  
Bayside, NY 11364  
www.qcc.cuny.edu/servicelearning

**Project Director:** Josephine Pantaleo, Director,  
Basic Education Skills Learning Center

**Project Associate:** María Mercedes Franco,  
Assistant Professor, Mathematics

**Primary Community Partner:** The Center  
for Immigrant Health, New York University  
Department of Medicine

### Rogue Community College

3345 Redwood Highway  
Grants Pass, OR 97527  
www.roguecc.edu

**Project Director:** Mike Laam, Associate Dean,  
Instruction

**Project Associate:** Shareen Vogel, Advisor,  
Student Life

**Primary Community Partner:** Phoenix High  
School

### Tacoma Community College

6501 South 19<sup>th</sup> Street  
Tacoma, WA 98466  
www.tacomacc.edu

**Project Director:** April Reid, Dean, Counseling,  
Advising, and Transition Services

**Project Associate:** Beth Ray, Instructor, Adult  
Basic Education and English as a Second Language

**Primary Community Partner:** Tacoma  
Community House

### Trinidad State Junior College

1011 Main Street  
Alamosa, CO 81101  
www.trinidadstate.edu

**Project Director:** Victor Salazar, Coordinator,  
Job Placement, and Director, Service Learning

**Project Associate:** Ted Smith, Professor,  
Aquaculture

**Primary Community Partner:** Centauri High  
School

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### **Western Piedmont Community College**

1001 Burkemont Avenue  
Morganton, NC 28655  
[www.wpcc.edu](http://www.wpcc.edu)

**Project Director:** Tonya Waters, Instructor,  
Accounting

**Project Associate:** Debra Rose, Instructor,  
Communications

**Primary Community Partner:** Burke Middle  
College

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# SELF-ASSESSMENT RUBRIC FOR THE INSTITUTIONALIZATION OF SERVICE LEARNING IN HIGHER EDUCATION

This rubric was designed by Andrew Furco to help gauge the progress of campus service learning institutionalization efforts. The rubric is structured by five dimensions that are considered to be key factors for higher education service learning institutionalization.

## **DIMENSION I: PHILOSOPHY AND MISSION OF SERVICE LEARNING**

A primary component of service learning institutionalization is the development of a campus-wide definition that provides meaning, focus, and emphasis for the service learning effort. How narrowly or broadly service learning is defined on your campus will affect which campus constituents do or do not participate, which campus units will provide financial resources and other support, and the degree to which service learning will become part of the campus's institutional fabric.

## **DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN SERVICE LEARNING**

One of the essential factors for institutionalizing service learning in higher education is the degree to which faculty members are involved in implementation and advancement of service learning on a campus.

## **DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT IN SERVICE LEARNING**

An important element of institutionalization is the degree to which students are aware of service learning opportunities on campus and are provided opportunities to play a leadership role in the development of service learning.

## **DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS**

An important element for institutionalization is the degree to which the campus nurtures community partnerships and encourages community agency representatives to play a role in implementing and advancing service learning.

## **DIMENSION V: INSTITUTIONAL SUPPORT FOR SERVICE LEARNING**

In order for service learning to become institutionalized on college and university campuses, the institution must provide substantial resources, support, and muscle toward the effort.

Each dimension comprises several components that characterize the dimension. For each component, a three-stage continuum of development has been established. Progression along the continuum from Stage One to Stage Three suggests that a campus is moving closer to the full institutionalization of service learning.

As a self-assessment tool, the rubric is designed to establish a set of criteria upon which the progress of service learning institutionalization can be measured. It is also designed to facilitate discussion among colleagues regarding the state of service learning institutionalization on a campus. There is no one right way to use the rubric. It should be viewed as only one of several assessment tools for determining the status and progress of service learning institutionalization.

Results of the self-assessment should be used to guide the development of a strategic action plan for institutionalizing service learning on the campus. Some components might take many years to develop. It is only through the sustained commitment of the campus over time that true sustained institutionalization can be realized.

## DIMENSION I: PHILOSOPHY AND MISSION OF SERVICE LEARNING

	STAGE ONE CRITICAL MASS BUILDING	STAGE TWO QUALITY BUILDING	STAGE THREE SUSTAINED INSTITUTIONALIZATION
<b>DEFINITION OF SERVICE LEARNING</b>	There is no campus-wide definition for service learning. The term "service learning" is used inconsistently to describe a variety of experiential and service activities.	There is an operationalized definition for service learning on the campus, but there is some variance and inconsistency in the application of the term.	The institution has a formal, universally accepted definition for high-quality service learning that is used consistently to operationalize many or most aspects of service learning on campus.
<b>STRATEGIC PLANNING</b>	The campus does not have an official strategic plan for advancing service learning on campus.	Although certain short-range and long-range goals for service learning have been defined for the campus, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.	The campus has developed an official strategic plan for advancing service learning on campus, which includes viable short-range and long-range institutionalization goals.
<b>ALIGNMENT WITH INSTITUTIONAL MISSION</b>	While service learning complements many aspects of the institution's mission, it remains on the periphery of the campus. Service learning is rarely included in larger efforts that focus on the core mission of the institution.	Service learning is often mentioned as a primary or important part of the institution's mission, but service learning is not included in the campus's official mission or strategic plan.	Service learning is part of the primary concern of the institution. Service learning is included in the campus's official mission and/or strategic plan.
<b>ALIGNMENT WITH EDUCATIONAL REFORM EFFORTS</b>	Service learning stands alone and is not tied to other important, high-profile efforts on campus (e.g., campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.).	Service learning is tied loosely or informally to other important, high-profile efforts on campus (e.g., campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.).	Service learning is tied formally and purposefully to other important, high-profile efforts on campus (e.g., campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.).

## DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN SERVICE LEARNING

	STAGE ONE CRITICAL MASS BUILDING	STAGE TWO QUALITY BUILDING	STAGE THREE SUSTAINED INSTITUTIONALIZATION
<b>FACULTY KNOWLEDGE AND AWARENESS</b>	Very few members know what service learning is or understand how service learning is different from community service, internships, or other experiential learning activities.	An adequate number of faculty members know what service learning is and understand how service learning is different from community service, internships, or other experiential learning activities.	A substantial number of faculty members know what service learning is and can articulate how service learning is different from community service, internships, or other experiential learning activities.
<b>FACULTY INVOLVEMENT AND SUPPORT</b>	Very few faculty members are instructors, supporters, or advocates of service learning. Few support the strong infusion of service learning into the academy or into their own professional work. Service learning activities are sustained by a few faculty members on campus.	While a satisfactory number of faculty members are supportive of service learning, few of them are advocates for infusing service learning in the overall mission and/or their own professional work. An inadequate or unsatisfactory number of KEY faculty members are engaged in service learning.	A substantial number of influential faculty members participate as instructors, supporters, and advocates of service learning and support the infusion of service learning both into the institution's overall mission AND the faculty members' individual professional work.
<b>FACULTY LEADERSHIP</b>	None of the most influential faculty members on campus serves as a leader for advancing service learning on the campus.	There are only one or two influential faculty members who provide leadership to the campus's service learning effort.	A highly respected, influential group of faculty members serves as the campus's service learning leaders and/or advocates.
<b>FACULTY INCENTIVES AND REWARDS</b>	In general, faculty members are not encouraged to engage in service learning; few if any incentives are provided (e.g., minigrants, sabbaticals, funds for conferences, etc.) to pursue service learning activities; faculty members' work in service learning is not usually recognized during their review, tenure, and promotion process.	Although faculty members are encouraged and are provided various incentives (minigrants, sabbaticals, funds for service learning conferences, etc.) to pursue service learning activities, their work in service learning is not always recognized during their review, tenure, and promotion process.	Faculty who are involved in service learning receive recognition for it during the campus's review, tenure, and promotion process; faculty are encouraged and are provided various incentives (minigrants, sabbaticals, funds for service learning conferences, etc.) to pursue service learning activities.

### DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT IN SERVICE LEARNING

	STAGE ONE CRITICAL MASS BUILDING	STAGE TWO QUALITY BUILDING	STAGE THREE SUSTAINED INSTITUTIONALIZATION
STUDENT AWARENESS	There is no campus-wide mechanism for informing students about service learning courses, resources, and opportunities that are available to them.	While there are some mechanisms for informing students about service learning courses, resources, and opportunities that are available to them, the mechanisms are sporadic and concentrated in only a few departments or programs (e.g., course flyers).	There are campus-wide, coordinated mechanisms (e.g., service learning listings in the schedule of classes, course catalogs, etc.) that help students become aware of the various service learning courses, resources, and opportunities that are available to them.
STUDENT OPPORTUNITIES	Few service learning opportunities exist for students; only a handful of service learning courses are available.	Service learning options (in which service is integrated in core academic courses) are limited to only certain groups of students in the academy (e.g., students in certain majors, honors students, seniors, etc.).	Service learning options and opportunities (in which service is integrated in core academic courses) are available to students in many areas throughout the academy, regardless of students' major, year in school, or academic and social interests.
STUDENT LEADERSHIP	Few, if any, opportunities on campus exist for students to take on leadership roles in advancing service learning in their departments or throughout the campus.	There are a limited number of opportunities available for students to take on leadership roles in advancing service learning in their departments or throughout the campus.	Students are welcomed and encouraged to serve as advocates and ambassadors for institutionalizing service learning in their departments or throughout the campus.
STUDENT INCENTIVES AND REWARDS	The campus has neither <u>formal</u> mechanisms (e.g., catalogued list of service learning courses, service learning notation on students' transcripts, etc.) nor <u>informal</u> mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in service learning or reward students for their participation in service learning.	While the campus offers some <u>informal</u> incentives and rewards (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in service learning and/or reward students for their participation in service learning, the campus offers few or no <u>formal</u> incentives and rewards (catalogued list of service learning courses, service learning notation on students' transcripts, etc.).	The campus has one or more <u>formal</u> mechanisms in place (e.g., catalogued list of service learning courses, service learning notation on students' transcripts, etc.) that encourage students to participate in service learning and reward students for their participation in service learning.

### DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS

	STAGE ONE CRITICAL MASS BUILDING	STAGE TWO QUALITY BUILDING	STAGE THREE SUSTAINED INSTITUTIONALIZATION
COMMUNITY PARTNER AWARENESS	Few, if any, community agencies that partner with the college or university are aware of the campus's goals for service learning and the full range of service learning opportunities that are available to students.	Some, but not the majority of, community agencies that partner with the college or university are aware of the campus's goals for service learning and the full range of service learning opportunities that are available to students.	Most community agencies that partner with the college or university are aware of the campus's goals for service learning and the full range of service learning opportunities that are available to students.
MUTUAL UNDERSTANDING	There is little or no understanding between the campus and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing service learning activities.	There is some understanding between the campus and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing service learning activities, but there are some disparities between community and campus goals for service learning.	Both the campus and community representatives are aware of and sensitive to each other's needs, timelines, goals, resources, and capacity for developing and implementing service learning activities. There is generally broad agreement between the campus and community on the goals for service learning.
COMMUNITY PARTNER VOICE AND LEADERSHIP	Few, if any, opportunities exist for community agency representatives to take on leadership roles in advancing service learning on campus; community agency representatives are not usually invited or encouraged to express their particular agency needs or recruit student and faculty participation in service learning.	There are a limited number of opportunities available for community agency representatives to take on leadership roles in advancing service learning on campus; community agency representatives are provided limited opportunities to express their particular agency needs or recruit student and faculty participation in service learning.	Appropriate community agency representatives are formally welcomed and encouraged to serve as advocates and ambassadors for institutionalizing service learning on the campus; community agency representatives are provided substantial opportunities to express their particular agency needs or recruit student and faculty participation in service learning.

## DIMENSION V: INSTITUTIONAL SUPPORT FOR SERVICE LEARNING

	STAGE ONE CRITICAL MASS BUILDING	STAGE TWO QUALITY BUILDING	STAGE THREE SUSTAINED INSTITUTIONALIZATION
<b>COORDINATING ENTITY</b>	There is no campus-wide coordinating entity (e.g., committee, center, or clearinghouse) that is devoted to assisting the various campus constituencies in the implementation, advancement, and institutionalization of service learning.	There is a coordinating entity (e.g., committee, center, or clearinghouse) on campus, but the entity either does not coordinate service learning activities exclusively or provides services only to a certain constituency (e.g., students, faculty) or limited part of the campus (e.g., certain majors).	The institution maintains a coordinating entity (e.g., committee, center, or clearinghouse) that is devoted primarily to assisting the various campus constituencies in the implementation, advancement, and institutionalization of service learning.
<b>POLICY-MAKING ENTITY</b>	The institution's official and influential policy-making board(s)/committee(s) do not recognize service learning as an essential educational goal for the campus.	The institution's official and influential policy-making board(s)/committee(s) recognize service learning as an essential educational goal for the campus, but no formal policies have been developed.	The institution's policy-making board(s)/committee(s) recognize service learning as an essential educational goal for the campus and formal policies have been developed or implemented.
<b>STAFFING</b>	There are no staff/faculty members on campus whose primary paid responsibility is to advance and institutionalize service learning on the campus.	There are an appropriate number of staff members on campus who understand service learning fully and/or who hold appropriate titles that can influence the advancement and institutionalization of service learning throughout the campus; however, their appointments are temporary or paid from soft money or external grant funds.	The campus houses and funds an appropriate number of permanent staff members who understand service learning and who hold appropriate titles that can influence the advancement and institutionalization of service learning on campus.
<b>FUNDING</b>	The campus's service learning activities are supported primarily by soft money (short-term grants) from sources outside the institution.	The campus's service learning activities are supported by both soft money (short-term grants) from sources outside the institution as well as hard money from the institution.	The campus's service learning activities are supported primarily by hard funding from the campus.
<b>ADMINISTRATIVE SUPPORT</b>	The campus's administrative leaders have little or no understanding of service learning, often confusing it with other campus outreach efforts, such as community service or internship programs.	The campus's administrative leaders have a clear understanding of service learning, but they do little to make service learning a visible and important part of the campus's work.	The campus's administrative leaders understand and support service learning, and actively cooperate to make service learning a visible and important part of the campus's work.
<b>DEPARTMENTAL SUPPORT</b>	Few, if any, departments recognize service learning as a formal part of their formal academic programs.	Several departments offer service learning opportunities and courses, but these opportunities typically are not a part of the formal academic program of the department and/or are not primarily supported by departmental funds.	A fair to large number of departments provide service learning opportunities that are a part of the formal academic program and/or are primarily supported by departmental funds.
<b>EVALUATION AND ASSESSMENT</b>	There is no organized, campus-wide effort underway to account for the number and quality of service learning activities taking place.	An initiative to account for the number and quality of service learning activities taking place throughout the campus has been proposed.	An ongoing, systematic effort is in place to account for the number and quality of service learning activities that are taking place throughout the campus.

Adapted from Furco, *Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education*, 2003; used with permission.

## INSTITUTIONALIZATION CHECKLIST

AACC provided these questions to its Horizons grantees to stimulate thinking about how to structure, sustain, and institutionalize service learning.

### FACULTY USE AND KNOWLEDGE OF SERVICE LEARNING

- How is service learning defined in practical terms?
- What percentage of the faculty know about service learning? Do they understand the differences among service learning, internships, and volunteering? How many could define service learning if you asked them?
- Are definitions of service learning and community engagement included in course syllabi or related materials?
- At what point do faculty receive service learning handbooks or materials? Who distributes them? Who explains how to use them? Are they available online?
- How do faculty introduce and explain service learning to students?
- Is service learning ever portrayed as additional work for students, rather than being embedded into course work?
- Is reflection being used effectively?
- In what areas do faculty need the most training?
- How often do you offer professional development for faculty?
- Do experienced service learning faculty mentor new service learning faculty?

### STUDENT PARTICIPATION IN SERVICE LEARNING

- How is service learning “advertised” to students when signing up for courses?
- Are service learning courses listed in the class schedule or course catalog?
- Is there a general service learning brochure and/or Web site? How are they used? Where and to whom are they disseminated or promoted?
- Do advisors and counselors tell students about service learning opportunities? Who trains those advisors and counselors?
- Who tracks the retention rates of service learning students and courses? What are the results?

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- At what point do students receive service learning handbooks or materials? Who distributes them? Who explains how to use them? Are they available online?
  - Do you offer student leadership opportunities in service learning?
  - Is Phi Theta Kappa active at your college? Is the PTK chapter involved in service learning?
  - Does the student government support service learning? In what ways?

### **COMMUNITY PARTNER PARTICIPATION IN SERVICE LEARNING**

- At which agencies, organizations, or schools do students currently serve?
- Which and how many agencies, organizations, or schools do you want to recruit as new partners?
- Do you want to stop working with any current partners?
- Who decides which agencies, organizations, or schools are official service learning partners? What are the criteria?
- How is the list of partners disseminated? Is it available online?
- Who visits the community partner sites? How often do site visits occur?
- How is service learning defined for community partner personnel? Who ensures that partners understand the differences among service learning, internships, and volunteering?
- At what point do partners receive service learning handbooks or materials? Who distributes them? Who explains how to use them? Are they available online?
- Do community partners visit service learning classrooms before students begin their service?
- Do faculty visit the community partners where their students serve? Do they ever serve alongside their students?

### **SERVICE LEARNING STRUCTURE AND ORGANIZATION**

- Who is the point person for faculty, staff, administrators, students, and community partners to go to if they have questions about service learning?
- Does that point person need some assistance? Could another faculty member, Federal Work-Study student, graduate assistant, or AmeriCorps VISTA member provide assistance?

- Who is on the service learning advisory committee currently? Should the membership be changed?
- How often does the service learning advisory committee meet?
- How do service learning advisory committee members work with the program's coordinator or director?
- How can you use the service learning institutionalization rubric to plan for the future?
- Do you want to work toward establishing a centralized service learning office? Who would staff the office? Where would it be housed? How would it be funded?
- How will service learning fit into your next accreditation self-study or strategic plan?

## PLANNING FOR A SUCCESSFUL FUTURE

- Identify the first point of contact for service learning for faculty, staff, administrators, students, and partners.
- Train faculty to revise courses to make service learning workable. Service learning is not an add-on; it needs to be integrated directly into curricula and learning objectives.
- Train faculty to lead critical reflection in the classroom.
- Offer logistical support to faculty (i.e., agency placement, student forms, tracking hours, pre-and post-service evaluation).
- Ease the burden on students by limiting on-site service time to 15-20 hours per academic term.
- Keep in touch with your chief academic officer to establish and maintain his or her support.
- Involve students in the service learning advisory committee and service learning planning in general.
- Reformulate the service learning advisory committee, if necessary, and make it effective.
- Find passionate advocates among all constituencies (faculty, students, staff, administrators, and partners).
- Apply for the President's Higher Education Community Service Honor Roll and the Carnegie Community Engagement Classification.

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## ONLINE RESOURCES

**American Association of Community Colleges**

[www.aacc.nche.edu/servicelearning](http://www.aacc.nche.edu/servicelearning)

**Campus Compact**

[www.compact.org](http://www.compact.org)

**Carnegie Foundation for the Advancement of Teaching**

[www.carnegiefoundation.org](http://www.carnegiefoundation.org)

**Center for Information and Research on Civic Learning and Engagement**

[www.civicyouth.org](http://www.civicyouth.org)

**Community-Campus Partnerships for Health**

[www.ccph.info](http://www.ccph.info)

**Community College National Center for Community Engagement**

[www.mesacc.edu/engagement](http://www.mesacc.edu/engagement)

**Corporation for National and Community Service**

[www.nationalservice.gov](http://www.nationalservice.gov)

**Effective Practices Information Center**

[www.nationalserviceresources.org](http://www.nationalserviceresources.org)

**International Association for Research on Service-Learning and Community Engagement**

[www.researchslce.org](http://www.researchslce.org)

**International Partnership for Service-Learning and Leadership**

[www.ipsl.org](http://www.ipsl.org)

**Learn and Serve America**

[www.learnandserve.gov](http://www.learnandserve.gov)

**National Service Inclusion Project**

[www.serviceandinclusion.org](http://www.serviceandinclusion.org)

**National Service-Learning Clearinghouse**

[www.servicelearning.org](http://www.servicelearning.org)

**President's Higher Education Community Service Honor Roll**

[www.learnandserve.gov/honorroll](http://www.learnandserve.gov/honorroll)

**President's Volunteer Service Award**

[www.presidentialserviceawards.gov](http://www.presidentialserviceawards.gov)

**United We Serve**

[www.serve.gov](http://www.serve.gov) and [www.servir.gov](http://www.servir.gov)

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# ACKNOWLEDGMENTS

The authors would like to thank Robin Allen, Lynn Barnett, Cristina Blanco, Kevin Days, Andy Furco, Elson Nash, Mary Prentice, Tracey Seabolt, Liberty Smith, and Del Truitt for their support of the Horizons project and this publication. The greatest thanks go to all the Horizons mentor and mentee college participants who work tirelessly on behalf of their students and communities.



the 1990s, the number of people in the UK who are employed in the public sector has increased from 10.5 million to 12.5 million (12.5% of the population) (Department for Work and Pensions 2000).

There are a number of reasons why the public sector has grown so rapidly in the UK. These are:

1. The ageing population. The number of people aged 65 and over has increased from 10.5 million in 1990 to 13.5 million in 2000 (Department for Work and Pensions 2000).

2. The increasing number of people who are unable to work because of illness or disability. The number of people who are unable to work because of illness or disability has increased from 1.5 million in 1990 to 2.5 million in 2000 (Department for Work and Pensions 2000).

3. The increasing number of people who are unable to work because of long-term mental health problems. The number of people who are unable to work because of long-term mental health problems has increased from 0.5 million in 1990 to 1.5 million in 2000 (Department for Work and Pensions 2000).

4. The increasing number of people who are unable to work because of long-term physical health problems. The number of people who are unable to work because of long-term physical health problems has increased from 1.0 million in 1990 to 2.0 million in 2000 (Department for Work and Pensions 2000).

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