Service Learning
Strategies, Outcomes, and Assessments
A Handbook for Classroom Instructors

West Virginia Wesleyan College

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Purpose

This handbook is designed for classroom instructors who integrate service-learning pedagogy into their courses. Much has already been written on the theoretical foundations of service-learning and evidence of its effectiveness for student learning. This literature is immensely useful and much of it is referenced in the resources section. This handbook is designed as a short, accessible, and practical how-to guide for instructors seeking to apply this body of theory and research to the practical tasks of linking service-learning experiences with course learning outcomes and assessment techniques.

Initially designed to help improve service-learning outcomes for a Social Justice curriculum within a Sociology department at a small liberal arts college, this handbook was written with the intention to be flexible and adaptable to a wide range of disciplines, educational environments, and service-learning activities from small scale to large. Although its objective is inter-disciplinary in nature, the core of this project is rooted in social justice education. Our overarching objective is to develop service-learning pedagogy that integrates in-class and out-of-class experiences with a high level of intellectual rigor to prepare students for success in contributing to positive social change. We hope that this handbook can serve as a jumping-point for instructors from a wide range of disciplines and educational approaches to customize a set of strategies to suit the needs of their students and program curriculum. We invite instructors to contact the author to share their own experiences, ideas, and resources in an effort to continue building this resource.

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What is Service-Learning?

Service-learning is a specific form of experiential learning in which the actor seeks to provide benefit to others without material or monetary reward but with consciously held educational objectives. The benefits of service-learning on student outcomes have been long established. They range from short-term academic gains to long-term civic engagement, from individual personality and skills development to community improvements. Service-Learning is one of the nine main types of High-Impact Educational Practices shown to have the highest level of educational gains for students in the areas of Deep Learning, self-reported personal and practical gains, active and collaborative learning, student-faculty interaction, and a supportive campus environment.

Assessment of service-learning poses many challenges to instructors; not least of which is that service-learning is often so broadly defined that its actual implementation is not sufficiently aligned with the specific beneficial outcomes that such an approach is purported to provide for students. A major goal of this handbook is to clarify this alignment process. Furco’s model of Service Engagement is especially useful in this regard (see Figure 1). Furco distinguishes different forms of experiential learning along two continua: 1) the focus of the activity from primarily service to primarily learning, and 2) the intended beneficiary of the activity from recipient to the provider of service. Service-learning falls within the middle range of both of these continua, and specific service-learning activities can overlap with other types of experiential learning. To achieve the learning objectives of the service, then, it is essential for students, instructors, and community service partners to understand this basic definition and each of their roles in the process. The service itself should be a reciprocal exchange between student and community partner which is facilitated and guided by the instructor. The community partner’s role is to work with the instructor to help the student achieve the learning objectives, in exchange for which the community partner receives the contribution of the student in achieving a specific goal. The student’s responsibility is to both the community partner, in providing their time and energy toward the partner’s goal, and to themselves as students in doing the work necessary to achieve the course learning objectives.

Within this definition, service-learning activities can take a wide variety of forms and can range from short-term to long-term, simple to complex. An activity as simple as collecting canned goods for a local food bank, for example, can be a service-learning experience if course materials are concurrently focused on lessons about poverty and food insecurity. On the other end of the spectrum, a service-learning experience can be semester- or multi-semester in length, in which the student contributes a set number of hours per week volunteering for a local community service provider while simultaneously interviewing professional community service providers, volunteers, or service recipients about their experiences as part of a research
thesis. The key component in both of these examples is that a student is able to articulate how their service activities are linked to broader sets of theory, data, and research.

Figure 1. Furco’s Model of Service Engagement\textsuperscript{5}
Service-Learning Partnerships

Building appropriate partnerships with community service providers poses one of the greatest challenges in building an effective service-learning experience. Although community partners can provide an invaluable resource in ensuring that a student achieves learning objectives, such partnerships are not always necessary or advisable. This is why it is essential to have clear and specific alignments between learning outcomes, service-learning experiences, and assessment techniques. Instructor, students, and community partners should each be able to agree upon and articulate the responsibilities of each actor, and what each actor is contributing to and receiving from within the service-learning experience.

A key concept in social justice education is social justice alliances, that is, the process of an individual taking responsibility for changing the patterns of social injustice in which that individual is the recipient of unearned privilege. A key component to building effective alliances is that members of the marginalized group must be in control of the alliance process. It is important to remember that alliances and community partnerships are not one in the same. While it is important for students and faculty to allow a community partner to define their own needs, in order for students to achieve learning objectives the processes between community partner and instructor/student must be reciprocal: the community partner must be committed to the student learning objectives as well.

In communities and organizations in which there is high need, the potential community partner may not be in a position to reciprocate. In many cases, these organizations are in such desperate need of resources and volunteers, it may be counterproductive to approach a potential community service partner and ask them to take on part of the responsibility for achieving student learning objectives. One way to resolve this tension is to find alternatives to achieving the learning objectives outside of the community organization while still offering resources to address the organization’s needs. For example, a local food bank may say that they are in desperate need of food baskets for an upcoming holiday. Students may do the work of collecting food donations and organizing the baskets according to the food bank’s specifications. Taken alone, this activity would be volunteerism. The process of bridging the gap between volunteerism and service-learning could still be accomplished, for example, by using class time to educate students about concepts such as food deserts, government food stamp policies and requirements, and social justice movements to increase the minimum wage such as the Fight for 15. The course requirements could also incorporate a research component in which students connect patterns of poverty within their local community to state and government policies on wages and social welfare programs. In this example, students are still able to achieve the course learning objectives and provide needed resources to a community
The above example highlights one strategy that can be effective for community engagement oriented service-learning in a context in which it is not feasible or desirable to build a community partnership. When possible, building community partnerships is an effective way to enhance student learning while contributing to positive social change in the community. Building such partnerships can be extremely challenging, time-consuming, and complex. Following the guidelines provided by Jacoby (2014), and as learned through our experiences of faculty from a wide range of disciplines on our own campus, we make the following recommendations for building effective partnerships:

1. **Institutionalize the partnership building process.** Some instructors we spoke to reported feelings of isolation, overburdened workload, and a sense of “reinventing the wheel” every semester when their efforts to connect students to community partners were conducted only at the course level. Instructors reported that their efforts were more successful when they accessed community partners through connections previously established at the institutional level. Having a campus center to provide an institutional center of organization for these efforts is immensely beneficial. On our own campus, a Center for Community Engagement serves as a community organization hub to bring students, instructors, and community service partners together. Other campus offices such as those for student development, internships, or multicultural programming may be good sites to start building these institutional links.

2. **Pace yourself, and start small.** Building effective partnerships takes time, and may not be reasonably accomplished within a standard 15-week semester. Stagger your partnership building efforts across multiple semesters. Start with a volunteer project in which the service-learning objectives are achieved in the course, rather than at the community site. This can be an effective strategy to build relationships and trust with community organizations that can eventually evolve into partnerships.

3. **Define your objectives within a collaborative relationship.** Campus and community partners should each define their own values, goals, and outcomes desired from the partnership, communicate these to each other, and agree to support each other’s objectives. Each partner should be clear on what they are expected to contribute and what they can expect to gain from the relationship.

4. **Incorporate mechanisms for feedback, outcome measurement, and revision.** Both campus and community partners should be in agreement about responsibilities for accountability in achieving objectives, conflict resolution strategies, and measuring outcomes. If one of the partner’s objectives are not being achieved, the relationship must either be revised to both partner’s satisfaction, or dissolved.
Learning Objectives and Outcomes

Service-learning is identified as a High-Impact Educational Practice when it integrates application and reflection into the service experience. The Social Change Model for Leadership Development provides a framework for establishing broadly held service-learning objectives that can be adapted into particular programmatic contexts. This model organizes learning outcomes into three sets of values: Individual values (consciousness of self, congruence, and commitment); group values (collaboration, common purpose, and controversy with civility); and community values (citizenship). The learning outcomes provided in Table 1 are an example of how these three sets of values have been integrated into specific learning outcomes by the Center for Community Engagement (CCE) on the WVWC campus. These learning outcomes were developed to serve as a “menu” for instructors to select from and adapt to their own specific course needs.

Central to the Social Change Model for Leadership Development is the practice of servant leadership, or the philosophy that leadership power comes through the reciprocal exchange between the leader and the community, rather than a hierarchical exercise of power of the leader over the community. Barbara Jacoby argues that the principles of servant leadership provide the framework for structured student reflection by focusing the learner’s attention to issues about collaboration with (rather than charity toward) the community, as well as the effects of power and privilege in the context of leading groups toward social change.

Aligning Outcomes and Assessments

The key component to achieving service-learning objectives is through reflection, however in order for reflection to be effective, criteria must be clearly defined and explicitly tied to learning objectives. As one faculty contributor reported at a training workshop, “I knew reflection was essential for service-learning, so I assigned students to reflect on their experiences. What I got were 20 essays on how nice it was to do nice things. The students did amazing work in the community, I just got no indication that they actually learned anything from it.” The key component missing from this faculty member’s assessment process was the implementation of critical reflection, defined by Jacoby as “the process of analyzing, reconsidering, and questioning one’s experiences within a broad context of issues and content knowledge.” This process is outlined in Kolb’s Experiential Learning Cycle model, pictured below (see Figure 2). As the above example about volunteering for a local food bank’s canned goods drive illustrated, coursework can help bridge the gap between voluntarism and service-learning when assignment criteria are tightly aligned with specific and clearly defined learning objectives. Table 2 provides an example of the alignment process as conducted for an
Introduction to Social Justice course as part of a Social Justice curriculum. Blank alignment worksheets are provided in the appendix for instructors to adapt the learning outcomes provided in Table 1 to their own program and course needs.

Figure 2. The Experiential Learning Cycle\textsuperscript{11}
<table>
<thead>
<tr>
<th>Outcome Categories</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| **Cognitive Development** | • Articulate critical questions within and across academic disciplines.  
• Identify information needs, locate and access appropriate information.  
• Carefully and logically analyze information and ideas from multiple sources and prioritize among these based on specific guidelines.  
• Utilize information and concepts from multiple disciplines to design, implement, and evaluate solutions to identified problems and critical questions. |
| **Intra- and Inter-Personal Skills** | • Identify personal values and their impact on decision making.  
• Articulate an ethical framework and apply this to community issues.  
• Listen to others collaboratively, comprehensively, and caringly.  
• Communicate clearly, coherently, and ethically in written and oral formats.  
• Collaborate effectively with others to accomplish common goals.  
• Recognize, manage, and resolve conflict in a variety of group settings. |
| **Cultural & Social Perspectives** | • Examine personal cultural and social backgrounds and understand their impact on beliefs and behavior.  
• Recognize and respect the complexities of diverse ways of thinking and communicating.  
• Understand how social structures and community systems function.  
• Interact respectfully with those who are different from themselves.  
• Appreciate that the genesis of community needs is located in the community itself. |
| **Leadership and Service Proficiencies** | • Recognize a capacity to lead in personal, classroom, professional, and community settings.  
• Articulate a personal philosophy of leadership.  
• Strengthen leadership skills such as collaborating, team building, organizing, decision making, and problem solving.  
• Understand and apply a variety of leadership theories and skills.  
• Practice the development, implementation, and evaluation of projects.  
• Develop a commitment to action that improves the Wesleyan community, as well as home, regional, and global communities.  
• Advocate for fairness and equity in social, economic, and environmental issues. |
| **Professional Expertise** | • Apply and critique disciplinary theory and knowledge based on practice  
• Utilize service and community engagement opportunities and volunteer experiences to explore career options  
• Develop skills in budgeting, fundraising, and grant-proposal writing  
• Practice advocacy and persuasive communication through project management and marketing/public relations |
<table>
<thead>
<tr>
<th>Community Engagement Outcome Categories</th>
<th>Program Outcomes: Social Justice Studies</th>
<th>Course Outcomes: Intro to Social Justice</th>
<th>Central Course Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive Development</td>
<td>Students will develop a basic background in social justice theories, principles, and research methods.</td>
<td>Utilize sociological concepts to design, implement, and evaluate solutions to social problems.</td>
<td>Inequality and social stratification</td>
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<td></td>
<td>Social movements</td>
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<td></td>
<td></td>
<td></td>
<td>Theories of justice</td>
</tr>
<tr>
<td>Intra- and Inter-Personal Skills</td>
<td>Students will explore social problems and cultural differences.</td>
<td>Collaborate effectively with others to accomplish common goals</td>
<td>Social Justice Alliances</td>
</tr>
<tr>
<td>Cultural and Social Perspectives</td>
<td>Students will acquire a familiarity with disenfranchised populations and their location in the social structure.</td>
<td>Examine personal cultural/social backgrounds and understand their impact on belief and behavior</td>
<td>Intersectionality</td>
</tr>
<tr>
<td></td>
<td>Students will explore social problems and cultural differences.</td>
<td>Understand how social structures function</td>
<td>Social Structure</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Institutional discrimination</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Privilege/Oppression</td>
</tr>
<tr>
<td>Leadership and Service Proficiencies</td>
<td>Students will apply classroom knowledge through internships and research.</td>
<td>Advocate for fairness and equity in social, economic, and environmental issues.</td>
<td>Social problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice the development, implementation, and evaluation of projects.</td>
<td>Inequality and social stratification</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Activism logistics</td>
</tr>
<tr>
<td>Professional Expertise</td>
<td>Students will apply classroom knowledge through internships and research.</td>
<td>Apply and critique sociology theories and knowledge based on practice</td>
<td>Sociological paradigms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice advocacy and persuasive communication</td>
<td>Social movements and strategies</td>
</tr>
</tbody>
</table>
We do not learn from experience...
We learn from reflecting on experience.”
-John Dewey

Assessment Techniques and Rubric Criteria

Effective critical reflection should accomplish the “4 C’s”: it should be **continuous, connected, challenging, and contextualized**\(^\text{13}\). Reflection exercises may come in a variety of forms, including written, oral, activity-based, or exhibition (such as a poster or performance project). The key factor is that the format of the reflection allows for the measurement of specific learning outcomes, and that the assessment technique is explicitly linked to the broader learning outcomes. For example, the assessment of **cognitive or academic outcomes** necessitates assessment techniques that require students to apply the sociological theories, principles, and concepts to their service experiences\(^\text{14}\). A rubric to assess these cognitive outcomes would then include criteria such as:

1. Student demonstrates accurate knowledge of facts, theories, and key concepts within the discipline.
2. Student employs discipline-appropriate perspectives to interpret knowledge gained through experiences.
3. Student integrates personal experience with relevant course concepts in order to critically evaluate discipline specific theories and perspectives.

These rubric criteria accomplish several important components essential to effective reflection assessment. First, they are organized within Bloom’s taxonomy, allowing the educator to assess the extent to which students are achieving learning objectives. Thus, criterion #1 accomplishes remembering and understanding, criterion #2 accomplishes application, and criterion #3 accomplishes analysis and evaluation. A second component of this rubric criterion is that, taken together, they ensure that students will accomplish two of the “4 C’s”: their reflections must be connected and contextualized within both course concepts and their service experiences. Finally, timing the administration of these assessments appropriately, both before the service experience takes place and after will also contribute to accomplishing the continuous and challenging aspects of critical reflection, by ensuring the students have the opportunity to look back on their pre-service understanding of the issues, analyze how their
thinking evolved through the process, and directly engage with those aspects of their experience that challenged them to rethink their point of view. A similar approach should be taken to assess the other broad learning outcomes. Although the specific learning criterion will be adapted to address the competencies that need to be demonstrated in the areas of **personal skills**, **intercultural outcomes**, and **leadership/professional outcomes**. In each of these areas, rubric criterion should be designed to measure different levels of comprehension within Bloom’s taxonomy and ensure that students are required to connect and contextualize their experience within course concepts. The timing of assessments should also ensure that the reflection process is continuous and compels students to challenge their previously held beliefs.

It is important to remember that not all of these outcomes need to be accomplished within one service-learning experience, or even one course. Rather, these outcomes and assessments should be structured within the overall program curriculum, such that the courses required for both minors and majors will accomplish all of these outcomes over the course of the entire program. In fact, attempting to accomplish too many objectives within one semester in an intro-level course, for example, may be counter-productive by overwhelming students and faculty with too many requirements and not allowing for adequate time for deep reflection and learning.

Sample reflection questions and reflection assignment ideas are provided in tables 3 and 4. Example rubrics for each of the five main outcome categories are provided in the Appendix.
Table 3. Example Reflection Questions for Phases of Experiential Learning Cycle

**Concrete Experience Phase**
- What are your expectations for this experience prior to taking any action? What experiences/knowledge inform these expectations?
- Describe the community you are serving. What issue is being addressed and/or population being served?
- What actions will you/did you take?
- What is/was your role at the community?

**Observing and Sharing Phase**
- What did you observe/experience?
- Describe any ways that your experience was different than expected.
- Describe any moments that you felt uncomfortable during your work. Why were you uncomfortable during those moments?
- What institutional structures are in place at your site or in the community?
- What did you learn about the people/community that you served?

**Processing Phase**
- In what ways did your project differ from your initial expectations?
- Discuss any disappointments or successes of your project. What did you learn from these?
- During your experience, did you deal with being an “outsider” in the community you were serving? How does being an “outsider” differ from being an “insider”?
- Describe a person you encountered in your work who made a strong impression on you, positive or negative.
- How did social or environmental conditions affect the people you work with?
- How did institutional structures affect the people you work with?

**Generalizing Phase**
- Explain your observations in the context of relevant theories/concepts. What seems to be the root cause of the issue your project seeks to address?
- Through what lens are you viewing the situation/experience? What theories/paradigms are useful/not useful in interpreting your experience?
- What social/environmental conditions and institutional structures did you experience as obstacles or barriers to your work? How would these need to change?
- What issues did you encounter that available theories/research could not adequately explain?

**Applying Phase**
- Complete this sentence: because of my service-learning, I am ____.
- Has this experience affected your worldview? How?
- If you did this project again, what would you do differently?
- What follow-up is needed to address any challenges or difficulties you experienced? On what issues is more research, outreach, or other type of work needed?
- What next steps need to be taken to address social, environmental, or institutional conditions that you identified as barriers to change?
- What can you do to educate others or raise awareness about this group or issue?
<table>
<thead>
<tr>
<th>Reflection Assessment Ideas</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals</td>
<td>Students respond in writing to specified reflection questions at different phases throughout the experience.</td>
</tr>
<tr>
<td>Ethnographies</td>
<td>Students capture their community experience through field notes and analyze these after service is completed.</td>
</tr>
<tr>
<td>Case Studies Papers</td>
<td>Students analyze an organizational issue and write a case study identifying a decision that needs to be made.</td>
</tr>
<tr>
<td>Multimedia Class Presentations</td>
<td>Students create a video or photo documentary on their service-learning experience.</td>
</tr>
<tr>
<td>Theory Application Papers</td>
<td>Students select a theory/paradigm covered in the course and analyze its application to the community or issue that the student worked with.</td>
</tr>
<tr>
<td>Agency Analysis Papers</td>
<td>Students identify, assess, and evaluate the organizational structure, culture and mission relevant to the service-learning experience.</td>
</tr>
<tr>
<td>Presentations to Community Organizations</td>
<td>Students present work to community organization staff, board members, and participants.</td>
</tr>
<tr>
<td>Speakers</td>
<td>Invite community members or organization staff to present in class on their issue area.</td>
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<tr>
<td>Group Discussion</td>
<td>Use guided discussion questions to have students think critically about their service experiences.</td>
</tr>
<tr>
<td>Community Events</td>
<td>Identify community events that students can attend to learn more about issues.</td>
</tr>
<tr>
<td>Mapping</td>
<td>Students create a visual map to show how the service-learning experience connects to larger issues at the state/national/global levels.</td>
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<tr>
<td>Videos</td>
<td>View a video or documentary to elicit discussion about critical issues related to the students’ service-learning experiences.</td>
</tr>
<tr>
<td>Letters to the Editor</td>
<td>Students write a letter-to-the editor or to government officials to address issues important to the community organizations where they are working.</td>
</tr>
<tr>
<td>Creative Projects</td>
<td>Students create a collage, poem, song, or performance to express their experience.</td>
</tr>
<tr>
<td>Blog/Wiki</td>
<td>Create a course blog or wiki where students can post comments about their experience, along with other relevant information and resources.</td>
</tr>
<tr>
<td>Reflective Reading</td>
<td>Find articles, poems, stores, or songs that relate to the students’ service to spark discussion and sharing.</td>
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</tbody>
</table>
Lessons Learned

The above discussions of service-learning objectives, community partnerships, and assessments bring center-stage a number of lessons that can be integrated into a service-learning curriculum. Through conversations with instructors experienced in service-learning implementation, we have identified the following keys to successful implementation, discussed in detail below:

- Make learning objectives adaptable.
- Bigger isn’t always better: “right size” your service-learning projects.
- Community partnerships and social justice alliances are not necessarily the same thing.
- Reflection must be critical, continuous, and connected to key concepts.

Make learning objectives adaptable. Having a wide range of broadly defined learning objectives organized into major areas of competencies ensures that faculty from a wide range of disciplines will have a strong framework within which to integrate a service-learning component into their course, allowing them to adopt whichever smaller set of specific objectives are suited to their course and discipline. It also ensures that as social contexts change, as different community partnerships become available or unavailable, or as faculty/student needs change, the service-learning curriculum can maintain a balance between long-term sustainability, flexibility, and specificity.

Bigger isn’t necessarily better. An activity as small as collecting cans of green beans for a food bank can be an effective service-learning project. The key component is that students are participating in this activity as one part of a larger intellectual endeavor in which they are compelled to grapple with theories, concepts, and data, challenge their own perspectives, and think critically. Attempting to integrate a large and time intensive service-learning component without having a well-established community partnership and clearly articulated learning objectives can be counter-productive. If all of the components of the service-learning curriculum are not implemented effectively, students may come away from the experience with problematic points of view held intact or reaffirmed; for example, Jacoby provides the example of students visiting a homeless shelter and leaving with the impression that “homeless people are lazy and crazy”\(^\text{17}\). It is better in the long-term for faculty to implement service learning components slowly over time and move on to higher level objectives after they develop a certain level of comfort with each phase. Large-scale service-learning projects can be incredibly effective as well, however, they should not be “big” for the sake of being “big.” Bigger projects don’t necessarily translate into deeper learning. Rather, start with the learning outcomes you expect students to achieve and work backwards, identifying techniques for achieving those objectives by the most efficient means available to you.
Community partnerships and social justice alliances are not necessarily the same thing. While it is essential for social justice education that students learn to act as effective allies, and to grapple with issues of privilege and oppression, the community partner is not always the best avenue through which to achieve those objectives. Community organizations that are dealing with desperate situations, underfunding, limited manpower and financial resources, etc., will likely not be in position to offer students effective learning experiences. Students may still volunteer for such organizations and offer their time and resources, but the burden for ensuring students achieve learning objectives must then fall on the instructor and students, not the community organization. The relationship between the campus and community partners must be reciprocal, and the community partner must be in a position to commit themselves to achieving the learning objectives in exchange for students providing meaningful service. In a social justice alliance, the marginalized group must be able to define their needs to the privileged group. In a community partnership, both groups must equally and democratically define their needs to each other.

Reflection must be critical, continuous, and connected to key concepts. The learning that is achieved through service is accomplished not through the experience itself, but through the reflection process. To ensure that learning objectives are achieved, students must have the opportunity to thoughtfully engage with their preconceived notions, connect their experience to key theories, perspectives and concepts, integrate their understanding of course concepts with their experiences, and be challenged to analyze and evaluate how their thinking about an issue has transformed before, during, and after the experience. Assessment may take a variety of forms, but the assessment criterion must be clearly defined within the context of the learning objectives and the components of critical reflection.

5 Ibid.


Ibid., p. 26


Source: Center for Community Engagement at West Virginia Wesleyan College

Jacoby, 2014.


Ibid.

Jacoby 2014, p. 27
Resources

Recommended Print Resources


Recommended Online Resources

**American Association of Community Colleges: Service-Learning Resources**
http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Pages/default.aspx

**Association for Experiential Education**
http://www.aee.org/

**Campus Compact Service-Learning Resources**
http://compact.org/initiatives/service-learning/

**Center for Community Engagement at West Virginia Wesleyan College**
http://www.wvwc.edu/life-at-wvwc/community-engagement

**Corporation for National and Community Service**
http://www.nationalservice.gov/resources/service-learning

**International Partnership for Service Learning**
https://gsn.nylc.org/clearinghouse

**National Service Learning Clearinghouse**
http://www.nsee.org/

**Points of Light**
http://www.pointsoflight.org/
## Learning Objective Alignments Worksheet

<table>
<thead>
<tr>
<th>Outcome Categories</th>
<th>Program Outcomes</th>
<th>Course Outcomes</th>
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<td>Cognitive Development</td>
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<td>Leadership and Service Proficiencies</td>
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<td></td>
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<tr>
<td>Professional Expertise</td>
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</tbody>
</table>
## Cognitive Development Rubric

<table>
<thead>
<tr>
<th></th>
<th><strong>Exceeded</strong></th>
<th><strong>Met</strong></th>
<th><strong>Not Met</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification</strong></td>
<td>Student accurately identifies and describes knowledge of facts, theories, and key concepts within the discipline relevant to community issues.</td>
<td>Student sufficiently identifies and describes knowledge of facts, theories, and key concepts within the discipline relevant to community issues, with minor errors.</td>
<td>Student fails to accurately identify and describe knowledge of facts, theories, and key concepts within the discipline relevant to community issues.</td>
</tr>
<tr>
<td><strong>Analysis and Application</strong></td>
<td>Student employs discipline appropriate perspectives to interpret knowledge gained through service experience.</td>
<td>Student partially employs discipline appropriate perspectives to interpret knowledge gained through service experience.</td>
<td>Student fails to employ discipline appropriate perspectives to interpret knowledge gained through service experience.</td>
</tr>
<tr>
<td><strong>Critical Evaluation</strong></td>
<td>Student clearly integrates personal experience with relevant course concepts to critique and evaluate relevant theories and perspectives.</td>
<td>Student sufficiently integrates personal experience with relevant course concepts. Student offers a partial evaluation of evaluate relevant theories and perspectives.</td>
<td>Student does not integrate personal experience with relevant course concepts. Student offers an insufficient evaluation of evaluate relevant theories and perspectives.</td>
</tr>
</tbody>
</table>
### Cultural and Social Perspectives Rubric

<table>
<thead>
<tr>
<th><strong>Identification</strong></th>
<th><strong>Exceeded</strong></th>
<th><strong>Met</strong></th>
<th><strong>Not Met</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification</strong></td>
<td>Student accurately identifies and describes diverse ways of thinking and communicating and thoroughly explains complex connections between cultural background and human behavior.</td>
<td>Student sufficiently identifies and describes diverse ways of thinking and communicating and describes basic connections between cultural background and human behavior.</td>
<td>Student does not accurately identify or describe ways of thinking and communicating beyond the individual level. There is insufficient connection between cultural background and human behavior.</td>
</tr>
</tbody>
</table>

| **Analysis and Application** | Student thoroughly assesses real world problems from a variety of cultural backgrounds and viewpoints. | Student sufficiently assesses real world problems from a variety of cultural backgrounds and viewpoints. | Student provides superficial assessment of real world problems and/or demonstrates inaccurate application of or insensitivity toward diverse cultural backgrounds and viewpoints. |

| **Critical Evaluation** | Student thoroughly critiques the assumptions of various viewpoints and evaluates the role of power dynamics in various cultural arenas. Student clearly articulates the complexities of relationships between the individual and relevant institutions. | Student sufficiently critiques the assumptions of various viewpoints and offers a partial evaluation of the role of power dynamics in various cultural arenas. Student identifies some elements of the relationships between the individual and relevant institutions. | Student provides superficial critique of the assumptions of various viewpoints and/or demonstrates inaccurate understanding of those viewpoints and cultural elements. Student does not accurately identify elements of the relationships between the individual and relevant institutions. |
# Inter-/Intra- Personal Skills Rubric

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<thead>
<tr>
<th></th>
<th><strong>Exceeded</strong></th>
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<th><strong>Not Met</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Identification</strong></td>
<td>Student thoroughly identifies and describes personal values that impact their decision-making. Student demonstrates evidence of a clear and coherent ethical framework that guides their understanding of community issues and group collaboration.</td>
<td>Student sufficiently identifies and describes personal values that impact their decision-making. Evidence of ethical framework guiding the student’s understanding of community issues and group collaboration is partially unclear.</td>
<td>Student does not identify or describe personal values that impact their decision-making OR identifies values that are unethical. There is insufficient evidence of a coherent ethical framework guiding the student’s understanding of community issues and group collaboration.</td>
</tr>
<tr>
<td><strong>Analysis and Application</strong></td>
<td>Student clearly and thoroughly articulates links between ethical framework, community needs, and group collaboration in a variety of group settings.</td>
<td>Student sufficiently describes appropriate links between ethical framework, community needs, and group collaboration in a limited number of group settings.</td>
<td>Student fails to identify appropriate links between ethical framework, community needs, and group collaboration.</td>
</tr>
<tr>
<td><strong>Critical Evaluation</strong></td>
<td>Student thoroughly assesses and critiques a range of potential group conflict issues and available strategies for resolution across a variety of group settings.</td>
<td>Student sufficiently assesses a limited number of potential group conflict issues and available strategies for resolution.</td>
<td>Student offers a superficial assessment of a limited number of potential group conflict issues and available strategies for resolution.</td>
</tr>
</tbody>
</table>
## Leadership and Service Proficiencies Rubric

<table>
<thead>
<tr>
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<th><strong>Not Met</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification</strong></td>
<td>Student thoroughly and accurately identifies and describes relevant leadership theories and skills.</td>
<td>Student sufficiently identifies and describes relevant leadership theories and skills, with minor inaccuracies.</td>
<td>Student fails to accurately identify and describe relevant leadership theories and skills.</td>
</tr>
<tr>
<td><strong>Analysis and Application</strong></td>
<td>Student thoroughly and accurately applies leadership theories and skills to articulate a clear and coherent philosophy of leadership with a consistent ethical framework.</td>
<td>Student sufficiently applies leadership theories and skills to articulate a personal philosophy of leadership and/or demonstrates an inconsistent ethical leadership framework.</td>
<td>Student does not sufficiently apply leadership theories and skills to a personal philosophy of leadership and/or demonstrates and inconsistent or unethical leadership framework.</td>
</tr>
<tr>
<td><strong>Critical Evaluation</strong></td>
<td>Student offers a clear and coherent plan of action to improve the community that is consistent with their personal leadership philosophy and relevant leadership theories and skills.</td>
<td>Student offers an adequate plan of action to improve the community that is mostly consistent with their personal leadership philosophy and relevant leadership theories and skills.</td>
<td>Student offers an inadequate plan of action to improve the community and/or the student’s plan is inconsistent with their personal leadership philosophy and relevant leadership theories and skills.</td>
</tr>
</tbody>
</table>
## Professional Expertise Rubric

<table>
<thead>
<tr>
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<th>Exceeded</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student identifies and accurately describes appropriate theories, knowledge, and skills relevant to the career path(s) associated with this community and/or issues.</td>
<td>Student identifies and describes appropriate theories, knowledge, and skills relevant to the career path(s) associated with this community and/or issues, with minor inaccuracies.</td>
<td>Student fails to accurately identify and describes appropriate theories, knowledge, and skills relevant to the career path(s) associated with this community and/or issues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis and Application</th>
<th>Exceeded</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student provides clear evidence of appropriate use of career-relevant knowledge and skills in practice (for example, budgeting, fundraising, advocacy, marketing, grant-writing, etc.).</td>
<td>Student provides sufficient evidence of appropriate use of career-relevant knowledge and skills in practice (for example, budgeting, fundraising, advocacy, marketing, grant-writing, etc.).</td>
<td>Student does not provide sufficient evidence of use of knowledge and skills in practice and/or evidence of practice is inappropriate/not career-relevant.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Evaluation</th>
<th>Exceeded</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td>Student demonstrates thorough evaluation of strengths/weaknesses in career-preparedness and offers a clearly articulated plan for career development that appropriately integrates relevant theory and knowledge.</td>
<td>Student demonstrates sufficient evaluation of strengths/weaknesses in career-preparedness and offers an adequate plan for career development that appropriately integrates relevant theory and knowledge.</td>
<td>Student fails to demonstrate sufficient evaluation of strengths/weaknesses in career-preparedness. Student’s plan for career development is inadequate and/or does not appropriately integrate relevant theory and knowledge.</td>
</tr>
</tbody>
</table>