

Service-Learning End of Semester Course Report

The Service-Learning End of Semester Course Report is used for three purposes: to collect assessment data for grant reports; to assist the Center for Student Leadership and Service and the Center for the Advancement of Teaching in improving its service-learning program; and to encourage faculty reflection on service-learning pedagogy.

Section I: Background Information

Name: _____ Phone: _____ Email: _____

Department: _____ Course Number & Name: _____

Term Implemented: Fall _____ Year _____ Spring _____ Year _____ Final # of Students Enrolled: _____

How many semesters have you implemented service-learning? _____

Section II: Project Information

1. What was the service-learning site(s) or community partner(s)? _____

2. How were students placed into community sites? (check all that apply)

- Individual placements Large (class) group placements
 Small group placements Other (please specify) _____

3. How were students oriented to the community site and service activity? (check all that apply)

- Community partner oriented students at the community site
 Community partner oriented students during an in-class session
 The Center for Student Leadership and Service provided orientation materials/presentation
 I oriented students to the site and service activity
 Other (please specify) _____

4. Which of the following structured reflection activities did you use to connect students' service experiences to the course's learning objectives? (check all that apply)

- Reflection Journals Reflection blogs, websites, or online posts
 Reflection Papers Oral presentations
 In-class discussions/debriefings Other (please specify) _____

5. Which of the following did you use to assess students' learning that occurred during the service experiences and related to the course's learning objectives? (check all that apply)

- Reflection assignment (e.g. see #4 above) Quiz or exam questions
 Creation of a final service-learning product Oral presentations
 Other assignments (please specify) _____

6. Which of the following did you use to assess how the service-learning project contributed to the goals of your community partner? (check all that apply)

- Survey completed by community partner Interview (formal or informal) with community partner
 Number of service hours contributed Delivery of a product requested by community partner
 Other (please specify) _____

7. In a brief narrative, describe the actual service-learning project as it happened (e.g. students' service activities, outcome for community partner, etc.) AND how it connected to the course's learning objectives.

8. What were the strengths of your service-learning course and/or project?

9. What were the weaknesses of your service-learning course and/or project?

10. If this was your first time doing service-learning, what changes would you make the next time you implement service-learning in this course?

11. If you have done service-learning before, how has this pedagogy impacted any of the following: your teaching, your scholarship, your service ?

12. Service-learning project documentation. If you have any documentation that you think could be used to "tell the story" of your service-learning project, please attach or forward to the Center for Student Leadership and Service (e.g. product created for community partner; photos or video documentation of project; newspaper articles or press releases; web links to online student work; student reflection assignments).

Part III: Attitudes and Perspectives

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13. My students achieved the established course learning objective(s) through their service experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The service-learning project helped my students see how the course material can be applied to everyday life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My students would have learned more from my course if they spent more time in the classroom instead of doing service activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I was able to develop a good relationship with students in my course because of the service-learning project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Teaching this service-learning course has resulted in a change in my teaching style(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. This service-learning project helped me to become more aware of the needs in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. This service-learning project benefited the community partner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. What was your motivation for using service-learning in this course? (select top 2)

- | | |
|---|--|
| <input type="checkbox"/> Wanted to try something new | <input type="checkbox"/> Desire for increased relevance in courses |
| <input type="checkbox"/> Encouragement from colleagues | <input type="checkbox"/> Professional recognition |
| <input type="checkbox"/> Curiosity | <input type="checkbox"/> Recommended/required by department |
| <input type="checkbox"/> Resources to support the project | <input type="checkbox"/> Course development grant money |
| | <input type="checkbox"/> Other (please specify) _____ |

21. My most serious concern or challenge while teaching this service-learning course was: (select top 2)

- | | |
|---|---|
| <input type="checkbox"/> Time constraints | <input type="checkbox"/> Unpredictable nature of service activity/project |
| <input type="checkbox"/> Coordination of site placements | <input type="checkbox"/> Assessment of student learning and work |
| <input type="checkbox"/> Supervision of students | <input type="checkbox"/> Resources (human, fiscal, physical) |
| <input type="checkbox"/> Communication with community partner | <input type="checkbox"/> Reduced time for classroom instruction |
| <input type="checkbox"/> Added burden for students | <input type="checkbox"/> Giving up control of the learning experience |
| <input type="checkbox"/> Faculty promotion/tenure policies | <input type="checkbox"/> Support from department |
| | <input type="checkbox"/> Other (please specify) _____ |

22. Teaching a service-learning course has had the most positive impact on the following: (select top 2)

- | | |
|---|--|
| <input type="checkbox"/> My research agenda | <input type="checkbox"/> My relationships with faculty colleagues |
| <input type="checkbox"/> My relationships with students | <input type="checkbox"/> My relationships with community partners |
| <input type="checkbox"/> Other classes I teach | <input type="checkbox"/> My personal/professional service in community |
| <input type="checkbox"/> My rank and tenure portfolio | <input type="checkbox"/> Other (please specify) _____ |