Empowering Advisors to Strengthen the Campus Culture of Community Engagement for Student Success

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What is Service Learning?

A structured experience, associated with an academic course, in which students:

- work collaboratively with community partners to define the service;
- engage in an organized service activity that meets identified community needs;
- reflect on the service activity in order to demonstrate successful accomplishment of identified learning objectives, an enhanced understanding of the community, and a strengthened sense of civic responsibility and philanthropy (this is the key difference between service learning and volunteerism)

http://www.iue.edu/servicelearning/
According to the IUPUI Center for Service Learning (S-L), is significantly different from other forms of experiential education in that it:

- offers a balance between service and learning objectives;
- places an emphasis on reciprocal learning;
- increases an understanding of the content in which clinical and/or service work occurs;
- focuses on the development of civic skills;
- addresses community identified concerns; and
- involves community in the service-learning design and implementation.
Definition of Terms

Volunteerism
- Voluntary service in the community where the main emphasis is on the service itself. The service can be an ongoing commitment or a short-term project.
- S-L is different because it has meaningful, service activities related to course material through reflection activities.

Community Service & Engagement/Institutional partnerships
- Ongoing, formalized relationships in which the university provides services or resources in exchange for benefits the community partner can provide.

Professional service
- The application of a faculty or staff member's professional knowledge, skills, and expertise as an educator in order to benefit the community in a manner consistent with the missions of the university and the campus.

Internship/Practicum
- On the job training for professional careers. S-L is different because the course is not necessarily skills-based within the context of professional education.

International Service Learning
- Experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development.

http://www.iue.edu/servicelearning/
## Distinguishing Service Learning

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<th>Community Service</th>
<th>Academic Learning</th>
<th>Purposeful Civic Learning</th>
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<tbody>
<tr>
<td>Volunteering</td>
<td>Yes</td>
<td>No</td>
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<td>Internships</td>
<td>May</td>
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<td>Service Learning</td>
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With OTHER TYPES of EXPERIENTIAL LEARNING.

*Community-Campus Partnerships for Health, 1999*
The NSSE (2012) survey was administered to freshmen and seniors at IU Southeast. Five hundred and ninety (590) students responded. One of the benchmark categories describing a specific aspect of the student experience was Active and Collaborative Learning (ACT). The scores obtained were compared to self-selected peers, regional peers and all Carnegie peers. The results showed that for both freshmen and seniors, IU Southeast scored significantly lower on “participating in a community-based project (e.g. service learning) as part of a regular course” than peer institutions. Is this the same on other regional campuses?
Gallini & Moely, (2003) found that...

- S-L not only enhances a student’s engagement with the community; but S-L affects student’s academic engagement positively.
- Students who are academically and socially engaged in their college and communities are more likely to continue studies until graduation.
- S-L positively affect student’s interpersonal engagement with peers and others on campus. Reflections, orientations and training, and travelling together to service sites.
- Through S-L students have opportunities to show initiative, understanding and flexibility, interacting with new situations and persons with different backgrounds, while increasing their community engagement.
Research also showed that..

- There is a sharp decline in student volunteer activities between high school and college.
- Faculty that use service learning discovered that it brings new life to the classroom, enhances performance on traditional levels of learning and increased student interest in the subject (Bringer & Hatcher, 1996, p. 222).
- Professional schools (Education, Nursing etc.) have experiential learning experiences for their students but the learning objectives generally focus on extending a student’s professional skills and do not emphasize the importance of service in the community and lessons of civic responsibility.
- When partnerships address community needs, the universities have valuable resources which become accessible to them.
Students attending commuter colleges are more attracted to getting involved in civic engagement if it is related to academic credit.

S-L with the incentive of academic credit associated with the classroom, provides an important means or increasing student participation in the community and enhancing the community service experience (Bringle & Hatcher, 1996, p. 231).
Question

- Do we think it’s the academic advisor’s role to promote a campus culture on service learning?
Core Value 5: Advisors are responsible to their educational community.

- Many institutions recognize the importance of integrating classroom learning with community experience, study abroad, and programs that bridge the gap between the academic and off-campus environments. Where such programs exist, advisors help students understand the relationship between the institution and local, regional, national, and international communities.

- Advisors advocate for students who desire to include study abroad or community service learning into their co-curricular college experience, and they make appropriate referrals to enable students to achieve these goals.
Discuss..

- How can advisors strengthening the campus culture of community engagement?
- Who do we think should be responsible for teaching such a course?
1. Consultant to faculty about the use of engaged learning in their curriculum.
2. Mentors to students interested in service but there is no class available.
3. Incorporate service learning into first year seminar.
Creating a culture on the campus…

- Brochures,
- news releases,
- faculty workshops,
- brown bag talks
- presentations at departmental meeting.
Best Practices & Resources
IU- Bloomington

- [http://citl.indiana.edu/programs/serviceLearning/](http://citl.indiana.edu/programs/serviceLearning/)
Typical Service Learning Syllabus for Academic Advisors (1 cr.)

Course Requirements:

- **Service**  Students will complete a *minimum* of 20 hours of service during the semester.

- **Discussion Groups**  Students will attend three scheduled small-group discussion meetings during the semester. Students will be required to participate in the discussions and reflect on their service experiences.

- **Written Assignments**
  - **Journals**- Students will keep a reflective journal of their weekly visits that includes their personal reflections and reactions. This journal will be submitted for review three times throughout the semester. Students will receive instructions and a suggested format of the journal.
  
  - **Papers**- Students will complete 3 written papers throughout the semester. Each paper is focused on an assigned topic that asks students to react, reflect, and think about key issues encountered during service.

**Class presentations**

- Students will present a topic to the class based on what they learned through this experience.
International Service Learning at University of Louisville

- Emphasizes Reciprocal Learning & Reflection
- Started in 1997
- Sites visited include:
  - Belmopan, Belize (1999-2007)
  - Gales Point, Belize (1999-present)
  - Dangriga, Belize (1999-2007)
  - Punta Gorda, Belize (2002-2005)
  - Red Bank, Belize (2000-present)
  - Cebu, Philippines (2009-present)
  - West Indies (2010-present)
  - Botswana (2010-present)
  - Croatia (2012-present)

http://www.youtube.com/watch?v=vZh7qwdb3Cc&feature=youtu.be
Academic Structure

- 3 credit hour academic course (faculty)
  - Discipline Specific Curriculum and Training

- Orientation Seminars
  - Interdisciplinary Service Training
  - Disciplinary Training
  - Travel/Cultural Preparation

- Program Fee
  - Added to student account; students eligible for consideration for scholarships, student loans and extended payment options
Each student will sign up for three sessions.

Each student will sign up for one Symposium session and two school projects.

Everyone will sign up for service within their academic course (Major)

Everyone will sign up for at least one other area (Elective)
Comprehensive Action Plan for S-L (CAPSL)

- Model used by IUPUI to design service learning program
- Identifies 4 constituents on which a service learning program needs to focus its main activities:
  - Institution: A strategic action plan for implementing S-L can be developed and institutional commitment can be secured.
  - Faculty: Important because S-L is a course-driven feature of the curriculum.
  - Students: Provides an important function for commuter students by integrating their multiple roles in their life, on campus and in the community.
  - Community: Developing partnerships will involve providing strong leadership, clear goals and maintaining supportive institutional policies.

Astin, Vogelgesang, Ikeda & Yee (2000)
Designing a Service Learning Course: Toolkit for Service-Learning in Higher Education

https://csl.iupui.edu/osl/2c1.asp
Questions
References