

Campus Compact National Center
for Community Colleges

Assessing Internal and External Outcomes of Service-Learning Collaborations

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Executive Editors

November 1998

November 1998

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“Service-learning serves as a powerful catalyst
for stretching the educational experience across
disciplines and across spatial divides for learning”

— Koulish

FOREWORD

Early in January 1998, the 2 + 4 = Service on Common Ground project faculty and staff were discussing the first 4 months of the project — the challenges, strategies, and successes. Project faculty expressed their intolerance for the slow speed of the project's startup, their excitement with the initial discussions among faculty from diverse institutions, and their belief that the project would have a greater impact on community than independent institutional contributions.

As the discussions moved from the challenges to the dreams, we began to explore what we could offer to the service-learning field after our 1st year. Subjects included campus-community collaborations, faculty development, institutional change, redefining the community, disciplinary issues, and many others. After some time, we focused our discussion on the essential component of assessment.

We all assessed our students, our partners, and even ourselves; but through this program, we were moving to another level of assessment. We recognized the need to assess student work, faculty efforts, institutional contributions to community, community impacts of campus-based efforts, and the partnerships we were developing.

This sourcebook, therefore, began one January afternoon, with the recognition that one initial contribution the 2 + 4 = Service on Common Ground project can make to service, service-learning, and partnerships is to provide both the rationale and representative forms for assessing students, faculty, institutions, community, and partnerships.

The project faculty divided themselves among these five topics and committed to developing the rationale and forms for others to consider and use. Each of the chapters in this sourcebook represents the combined efforts of several faculty members — in some cases a lead faculty member is identified as the author. In those cases, he or she did the majority of the work toward the completion of the chapter. This does not diminish the contribution of others, but rather highlights the work of one of the project faculty. As in all partnerships, individuals contribute in many ways.

I encourage you to consider both the framework for each chapter and the methods provided to assess the contribution of individuals, institutions, and communities. This is the first of many resources to be developed by the 2 + 4 = Service on Common Ground project faculty members.

— Terry Pickeral

Assessing Outcomes of Service-Learning Collaborations

“When the assets of 2- and 4-year institutions are combined through community-based partnerships, there is a powerful synergy that positively impacts the colleges, the universities, and the community.”

— Pickeral

2 + 4 = Service on Common Ground: An Overview of a Partnership Project

Terry Pickeral

**Campus Compact National Center for Community Colleges
Mesa, Arizona**

The Campus Compact National Center for Community Colleges (CCNCCC) 2 + 4 = Service on Common Ground project, supported by the Corporation for National Service (CNS), builds on its successful initiatives and programs to advance service-learning on community college campuses through peer faculty development by creating mutually beneficial partnerships among diverse higher education institutions. The goal of this project is to advance service-learning through faculty development at 2- and 4-year institutions. It is designed to maximize the applied curricular assets of 2-year colleges and the research orientation of 4-year institutions so that faculty can more effectively integrate service-learning opportunities that improve student learning and contribute to community development.

The 2 + 4 = Service on Common Ground project engages faculty from 14 postsecondary institutions, in 2- and 4-year pairs to (1) develop faculty through service-learning; (2) create common community service-learning projects; (3) assess student learning, faculty skills, institutional expectations, and community improvement; (4) provide technical assistance to faculty on their campuses and nationally; and (5) develop and disseminate resources that highlight the benefits of service-learning for the institution and community.

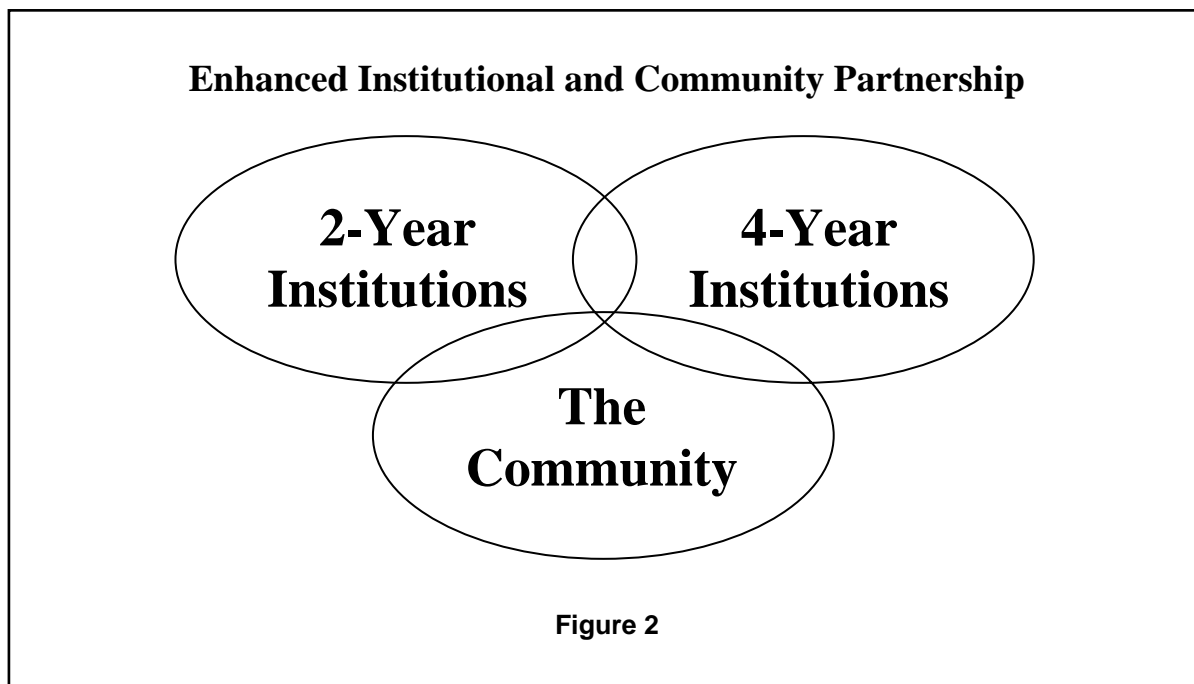
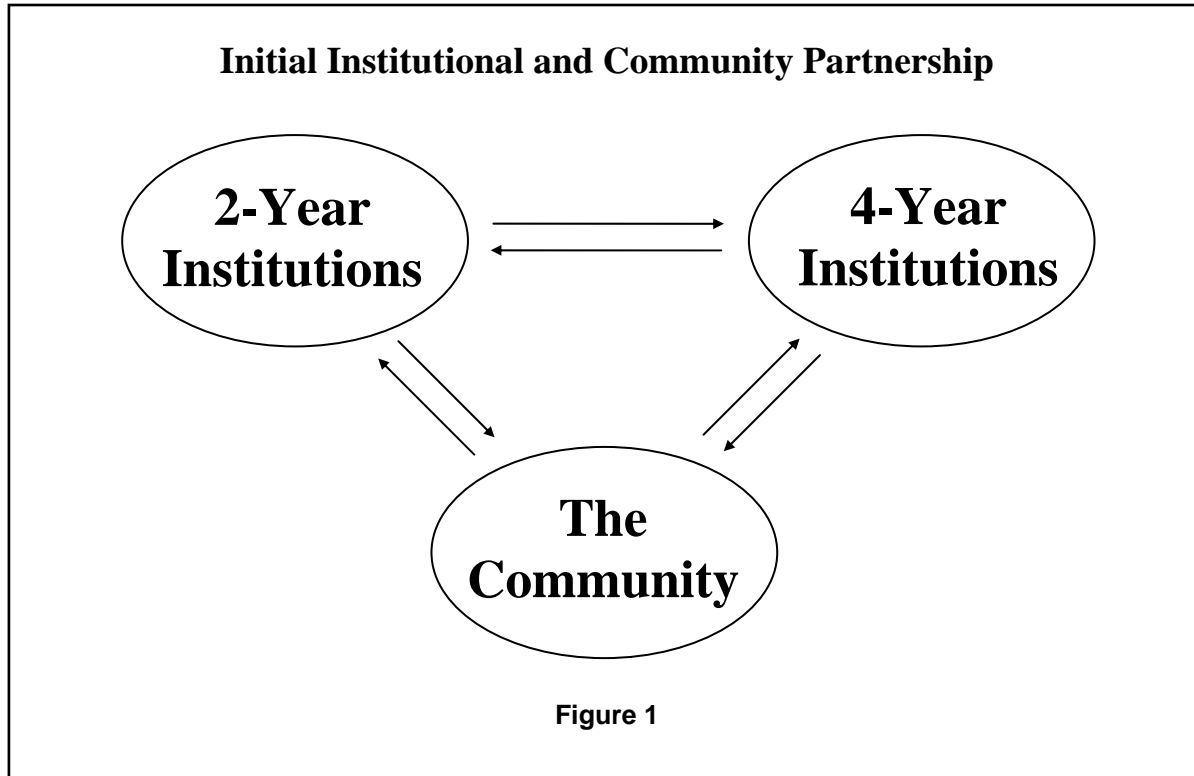
Two-year institutions benefit by the research orientation and experience of their 4-year faculty colleagues; 4-year institutions benefit from the applied curricular and community experience of their 2-year faculty colleagues; and the community benefits through their combined efforts. The 2 + 4 = Service on Common Ground project maximizes faculty efforts from diverse institutions to add value to their college, university, and community. During the 1st year of the 2 + 4 = Service on Common Ground project, faculty from 2- and 4-year institutions combined forces to move from institution-specific service-learning to developing trust, a shared vision, and a commitment to work together for mutual and community benefit. The figures shown on the following page represent the initial and enhanced partnerships forged by the project faculty teams.

The expected impact of service-learning on students, faculty, institutions, and the community is greatly increased as the project moves from ad hoc connections (Figure 1) to critical pathways among the diverse institutions and the community (Figure 2).

Traditionally, when colleges and universities develop interinstitutional partnerships, they take the form represented in Figure 1. That is, they develop processes that bridge institutions and the communities — not processes that focus on symbiotic relationships. The 2 + 4 = Service on Common Ground project is committed to creating, enhancing, and

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sustaining partnerships that maximize partner assets for campus and community improvement.



Activities

Let us now look at the activities designed and implemented by the 2 + 4 campus teams. They include the development of the following:

- teams of diverse faculty
- forums and workshops for faculty
- a research process and protocol to assess student learning, faculty development, and community improvement
- a mutual service-learning project
- high-quality resources for faculty to integrate service-learning into their courses, institutions, and community
- a series of site visits to 2-year colleges to work with faculty
- dissemination processes to encourage and support faculty in service-learning

Several of the project teams have also developed informal and formal collaborations. For example, the Middlesex Community College/Bentley College and the Kapi`olani Community College/University of Hawai`i teams have committed to working together on issues of immigration and ethnic/community diversity. This is but one example of such collaborations.

The result of the project collaborations (blending of the assets of both 2- and 4-year institutions for mutual and community benefit) enhances the contributions institutions can make independently and offers a partnership model for others to consider and employ.

The 2 + 4 = Service on Common Ground project engages 14 postsecondary institutions in meeting the needs of their local communities. Each of the seven partnerships, by working with community representatives, has identified a particular community need or issue of immediate and long-term importance.

The following chart identifies the need/issue addressed by each project team.

Partnership	Community Need/Issue
Arizona: Mesa Community College and Arizona State University	Welfare Reform
Colorado: Community College of Aurora and the University of Colorado at Denver	Housing and Community Development
Florida: Brevard Community College and the University of Central Florida	Literacy and America Reads
Hawai`i: Kapi`olani Community College and the University of Hawai`i	Immigration and Ethnic Community Development
Ohio: Hocking College and the University of Ohio	Environment
Massachusetts: Middlesex Community College and	Immigration

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Partnership	Community Need/Issue
Bentley College	
Rhode Island: Community College of Rhode Island and Brown University	Health and Wellness

Project faculty recruit, develop, and connect faculty on their home campuses as members of the project, which is a critical component of sustaining service-learning as an authentic teaching/learning method and an essential element for creating a positive service-learning experience for graduate and undergraduate students.

The Campus Compact National Center for Community Colleges (CCNCCC) (1) develops quality service-learning programs and partnerships; (2) creates resources that identify effective practice for faculty, institutions, and communities to benefit from service-learning pedagogy; and (3) encourages colleges and universities to combine their efforts for institutional and community development.

The 2 + 4 = Service on Common Ground project provides a unique opportunity to advance service-learning on college and university campuses and to transform communities to safer and healthier places for all citizens.

Challenges

General and specific tensions arise from combining diverse institutions and communities. The 2 + 4 = Service on Common Ground project team members experienced the following challenges during its initial year:

- developing mechanisms for regular contact and communications among project partners
- scheduling formal meetings with project partners for planning, implementing, enhancing, and monitoring project activities
- understanding the diverse culture and mission of 2- and 4-year institutions
- developing and implementing service projects connected to project courses
- communicating with department chairs and deans, ensuring their understanding of project activities and potential
- developing assessment and evaluation systems to monitor and enhance project activities
- moving the project from small campus teams to larger constituents
- working with community agencies to understand the project's scope and its benefit to the community
- fitting the project into campus initiatives and priorities
- developing a project model that can apply to other campus-community partnerships

Strategies

CCNCCC is committed to identifying project challenges and providing technical assistance to project members and participants to ensure high-quality performance and project success.

Project team members met often during the 1st year to (1) discuss diverse institutional missions, initiatives, priorities, and partnership experiences; (2) plan project activities; (3) develop new partnerships with community agencies; and (4) design assessment and evaluation processes. These discussions required participants to examine their institutional and personal values and understand how they can be enhanced through interinstitutional partnerships with the community.

Specific strategies designed to reduce the challenges mentioned above include the following:

- dedication to persistence, recognizing that partnerships require time and consistent attention
- recognizing differences in campus and community cultures and creating communication strategies that encourage honest and forthright dialogue
- ensuring high-quality partnerships with built-in flexibility to meet the diverse needs of participants
- understanding the assets and needs of each partner and maximizing complementary processes
- finding and utilizing advocates within institutions and the community to overcome systems and habits that may appear disruptive and nonsupportive of the project
- using technology both within and outside the partnership to keep informed of activities and progress (e.g., list servers, Web sites, etc.)
- ensuring community representation on project advisory board
- recruiting and developing new faculty members and citizens to participate in the partnership

These strategies operate under the overarching belief that combining the efforts of 2-year colleges, 4-year universities, and community organizations leads to increased capacity for each and outcomes impossible to attain independently.

Outcomes

After 1 year, the 2 + 4 = Service on Common Ground project has achieved the following:

- One hundred twenty-two faculty, 2,822 students, and 56 communities participated in the project and service-learning.

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- Ten of the project faculty integrated service-learning into two courses and four integrated it into one course.
- Fourteen project faculty have provided opportunities and technical assistance to faculty on their campuses through one-to-one conversations, faculty meeting presentations, campus workshops, and campus-community forums.
- Four project faculty authored articles and workbooks throughout the year.
- Four project faculty presented a workshop at the American Association for Higher Education (AAHE) Faculty Roles and Rewards national conference.
- Two project faculty presented a workshop at the AAHE national conference.
- Three project faculty developed a 6-hour faculty development preconference at the CCNCCC 1998 national conference.
- Twelve project faculty presented a workshop at the CCNCCC national conference.
- One project faculty contributed to the AAHE Disciplinary Monographs.
- One project faculty member was chosen to participate in the Carnegie Teaching Academy.
- One hundred twenty-two faculty from 2- and 4-year institutions have increased their knowledge of service-learning and integrated it into their classes. In addition, technical assistance has been delivered to more than 200 faculty who are considering service-learning.
- CCNCCC developed an overview of the project (disseminated through printed and electronic media) and distributed faculty development resources through its national preconference and annual conference, exceeding the anticipated 135 institutions.
- Two of the seven partners (four institutions) developed articulation agreements.
- The Community College of Rhode Island (CCRI) and Brown University combined their efforts to address the issue of community health. The project engaged Nursing faculty from CCRI and Medical faculty from Brown. The project began to break down the institutional barriers between 2- and 4-year institutions and between nurses and doctors. A design team was formed (composed of faculty and service-learning staff from both institutions) to coordinate courses, identify a community need, design a service project, and research its impact. Students from both institutions engaged in an immunization campaign, beginning with classroom exploration, community needs assessment, design of the service project, implementing the project, and reflection. The outcome was a coordinated effort of CCRI and Brown students helping the community to increase the health of its children. In addition, the two campuses embarked on a different level of working together for community and campus benefit.

This is an example that represents the project's capacity to contribute to institutions and communities. In Massachusetts, the college partners addressed the needs of recent immigrants to better understand their rights; in Ohio, project partners worked with local environmental groups to decrease the negative impact of mines on the

health of communities in southeastern Ohio; in Florida, the campuses combined their efforts with America Reads; in Denver, the partners engaged their students and faculty in issues of multiculturalism and community economic development; in Arizona, the partners worked with women in the “welfare to work” program; and in Hawai`i, the faculty and students combined their efforts with local Chinese community organizations to assist immigrants in their preparation for U.S. citizenship.

These are the immediately identified impacts of the project. The long-term impacts will be identified in future CCNCCC and project resources.

Summary

Four years ago, when the Campus Compact National Center for Community Colleges developed *The Faculty Role: From the Margin to the Mainstream* project, it focused on peer faculty development in service-learning. The success of that project and the contribution it made to faculty, institutions, and communities was the catalyst for the 2 + 4 = Service on Common Ground project.

It was a risk CCNCCC decided to take — to expand its constituency services to 4-year institutions. The risk has been worth it. When the assets of 2- and 4-year institutions are combined through community-based partnerships, there is a powerful synergy that positively impacts the colleges, the universities, and the community.

In addition, the project challenges other campus-based service and service-learning programs to examine their participants and the scope of their efforts, asking this question: Are there others who can assist and expand the contribution of our efforts? The 2 + 4 = Service on Common Ground project resoundingly answers Yes.

About the Author

Terry Pickeral is the former Assistant Director of the Campus Compact National Center for Community Colleges. He provides technical assistance to teacher educators and K-12 teachers in service-learning and is a senior consultant to the Education Commission of the States. Terry was recently named a Corporation for National Service Fellow for 1998-1999.

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“Over time ... ongoing service-learning faculty evaluation will provide a critical tool for community colleges as they plan an increasingly greater role in delivering high-quality liberal arts and vocational education to students from and of the communities they serve.”

— Franco

Chapter 1

Evaluating Faculty Roles, Rewards, and Relationships in Service-Learning

Robert W. Franco

Kapi`olani Community College
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“Students and administrators come and go, only the faculty persist,” is a common rallying cry for faculty intent on long-term transformation of the community college. Further, in relation to service-learning, many of the communities these colleges serve are changing at an alarming pace. Still the faculty persist, moving through a career laden with contract renewals, tenure applications, and promotion dossiers and influenced by student, peer, and administrative assessments. This brief essay encourages service-learning and staff development coordinators to view service-learning faculty evaluation within the context of the faculty career and the persisting influence of faculty on students’ learning and students’ lives, as well as on institutional and community development.

The evaluation that follows (p. 13) is designed to elucidate faculty members’ thoughtful reflections on how service-learning contributes to various components of their development. This instrument will provide quantitative data and can be completed by each surveyed faculty member on his or her own. This quantitative assessment should be used in conjunction with formal one-on-one, in-depth faculty interviews conducted at regular intervals. Furco and Diaz-Gallegos (1998) identify and define six faculty development components potentially influenced by service-learning practice:

1. Professional Development - activities aimed at promoting expertise within the faculty member’s primary discipline
2. Career Development - activities aimed at directly benefiting the faculty’s careers
3. Curriculum Development - activities aimed at evaluating and revising curriculum
4. Instructional Development - activities aimed at improving the faculty’s abilities to teach, assess and/or advise students more effectively
5. Personal Development - activities aimed at improving the faculty’s motivation, energy, and productivity
6. Organizational Development - activities aimed at enhancing the faculty’s leadership role in the institution and its environment

The faculty development instrument can be used for at least two different assessments:

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1. As a “pretest” administered at the beginning of the academic year, it can create a baseline profile of individual faculty members on the six developmental components. This profile can then be compared to “posttest” results at year’s end. Results can inform the planning of future service-learning, technical assistance, and program development.

In one scenario, many faculty may indicate that they are in agreement with statements about service-learning as a more effective instructional strategy, while a smaller number may indicate that they have been moved to develop their curriculum in relation to service-learning. Further, many faculty may indicate that service-learning has clearly enhanced their professional development but not their leadership role on campus. In this scenario, staff development funds should be channeled to a group of faculty who can take the lead in developing a deeper, richer service-learning curriculum and then share these leading “innovations” with others.

2. Administered once a year, the instrument can provide comparative data on the impact of service-learning on faculty at different states in their careers, from the younger adjunct lecturer to a tenured late-career professor. Repeated annually or biennially, hypotheses can be developed about service-learning practice and its influence on specific developmental components at different career stages.

In this assessment scenario, tenure-track faculty might overwhelmingly agree with statements that service-learning has enhanced both their instruction and their curriculum, while late-career tenured faculty may indicate less willingness to make curricular modifications. Tenured faculty might report significant jumps in their campus leadership roles, while untenured faculty may not report this experience. In this scenario, staff development funds might be channeled to create equity-based mentoring teams wherein tenure-track faculty help tenured members adopt new curriculum and tenured members help tenure-track faculty transition into campus leadership roles.

Each campus will generate different scenarios, and the positive and negative elements of these scenarios must be built upon or remedied. Over time, as service-learning sinks its roots, as students and administrators come and go, as communities adapt, and as faculty persist in their careers, ongoing service-learning faculty evaluation will provide a critical tool for community colleges as they plan an increasingly greater role in delivering high-quality liberal arts and vocational education to students from and of the communities they serve. These faculty and these students can then play a more central role in building their shared community for a lifetime.

2 + 4 = Service on Common Ground Faculty Development Survey

Assessment of Faculty Work

Date _____

Title: Lecturer - part-time _____

Lecturer - full-time _____

Assistant Professor _____

Associate Professor _____

Full Professor _____

Check your level of agreement/disagreement with the following statements regarding service-learning and its impact on various components of your development as a faculty member.

Instructional Development

1. Service-learning has changed the way I teach.
____ Strongly Agree ____ Agree ____ Neutral ____ Disagree ____ Strongly Disagree
2. Service-learning moves me to use more active learning strategies in the classroom.
____ Strongly Agree ____ Agree ____ Neutral ____ Disagree ____ Strongly Disagree
3. Service-learning moves me to use more experiential learning strategies beyond the classroom.
____ Strongly Agree ____ Agree ____ Neutral ____ Disagree ____ Strongly Disagree
4. Service-learning moves me to use more technology in my instruction.
____ Strongly Agree ____ Agree ____ Neutral ____ Disagree ____ Strongly Disagree
5. Service-learning moves me to use more community-based strategies in my instruction.
____ Strongly Agree ____ Agree ____ Neutral ____ Disagree ____ Strongly Disagree
6. Service-learning moves me to emphasize student-centered learning.
____ Strongly Agree ____ Agree ____ Neutral ____ Disagree ____ Strongly Disagree
7. Service-learning moves me to more one-to-one interaction with students.
____ Strongly Agree ____ Agree ____ Neutral ____ Disagree ____ Strongly Disagree
8. Service-learning moves me to more interdisciplinary instruction.
____ Strongly Agree ____ Agree ____ Neutral ____ Disagree ____ Strongly Disagree
9. Service-learning is a better way to teach students with diverse learning styles.
____ Strongly Agree ____ Agree ____ Neutral ____ Disagree ____ Strongly Disagree

Curriculum Development

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1. Service-learning moves me to revise the content of what I teach.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
2. Service-learning moves me to revise textbook assignments.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
3. Service-learning moves me to change my library/electronic research assignments.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
4. Service-learning moves me to make cocurricular connections with student development activities on campus.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
5. Service-learning moves my students toward greater social and civic responsibility.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
6. Service-learning moves my students toward greater social and civic action.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree

Professional Development

1. Service-learning helps me in hiring, contract renewal, tenure, and promotion processes.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
2. Service-learning moves me to attend more professional conferences.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
3. Service-learning moves me to make more conference/workshop presentations.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
4. Service-learning moves me to publish more professional papers.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
5. Service-learning moves me to be an instructional mentor on campus.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
6. Service-learning creates a community of faculty on campus.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
7. Service-learning moves me to greater civic engagement.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree

Organizational Development

1. Service-learning moves me to a leadership role on campus.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
2. Service-learning moves me to a leadership role in connecting campus to community.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree

Career Development

1. Service-learning changes the directions of my career.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
2. Service-learning invigorates my instruction.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
3. Service-learning invigorates my research.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
4. Service-learning invigorates my service to the campus.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree

Personal Development

1. Service-learning enhances my relations with students.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
2. Service-learning enhances my relations with faculty.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
3. Service-learning increases my stress levels.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
4. Service-learning increases my happiness at work.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree
5. Service-learning provides balance to my life off campus.
___ Strongly Agree ___ Agree ___ Neutral ___ Disagree ___ Strongly Disagree

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Works Cited

Furco, A., & Diaz-Gallegos, D. (1998). *Service-learning faculty development at community colleges*. Unpublished manuscript, University of California at Berkeley Service-Learning and Development Center.

About the Author

Robert Franco completed his doctoral dissertation, Samoan Perceptions of Work: Moving Up and Moving Around, in 1985 at the University of Hawai`i, Manoa. He is currently a full Professor of Anthropology and the Chair of Social Sciences at Kapi`olani Community College/University of Hawai`i. He has maintained his collaborative work with Samoan communities, from Sydney to Samoa, Honolulu, and San Francisco, for the last 25 years.

Dr. Franco has been a national mentor for the American Association of Community Colleges (Kellogg Foundation, National Endowment for the Humanities, Corporation for National Service, Centers for Disease Control) in international and multicultural education since 1990. He has also been a national mentor in service-learning for the Campus Compact National Center for Community Colleges since 1995.

Dr. Franco has been a Faculty Senate Chair and a representative on the University of Hawai`i Systemwide (11 campuses) Faculty Senate. He is a strong advocate for “student-centered, faculty-driven” academic initiatives that engage campuses in sustainable “evolutionary” partnerships with the communities they serve.

Chapter 2

Rationale for Measuring Multiple Domains When Conducting Service-Learning Student Evaluation

Barbara Baird

Brevard Community College
Cocoa, Florida

While many academicians might argue that stressing the importance of academic improvement as the primary outcome of service-learning would be logical in a college environment, growth in civic capacity and in personal, interpersonal, and occupational skills could also be touted as much broader and more far-reaching outcomes for the total student.

The primary reason to evaluate the outcome of service-learning for the students would be to measure the impact of service-learning or, even more basically, to ascertain whether or not students are affected by their involvement in service-learning. Providing rigorous and academically sound assessment techniques is essential for establishing program credibility. Quality assessment ensures that a qualitative and subjective viewpoint is not seen as a bias.

Evaluating multiple domains is necessary because a variety of constituents with varying needs wants different information about service-learning's impact on the students. Administrators will be interested in the impact of service-learning on student retention and completion and how they can prove these things to their funders. How they can utilize this information to present to the board, potential funders, and the community as part of the college's public relations will also be a consideration. Administrators need to know if service-learning contributes to students meeting core requirements. Elaine Dabelko, director of Instructional Services from Hocking College in Ohio, notes, "It is important to assess interpersonal, occupational, and civic components of our students' education because these components correspond rather closely to the core competencies Hocking has identified for graduation. We have not clearly identified how to measure all of our core competencies, but service-learning is certainly one vehicle that can help us address and measure them" (personal communication, September 4, 1998).⁺

Faculty will be looking for academic credibility. Assessment results can help instructors see how service-learning helps students meet course objectives and how it enhances the course material. Assessment is a staff development tool.

Well-trained potential employees would certainly be a major area of interest for community agencies. Agencies will be directly affected by service-learning students who increase specific skills areas that are needed in the work environment.

⁺ Elaine Dabelko, Hocking College (Ohio), and Maria LaVooy, University of Central Florida, Brevard Campus, contributed to the development of the Student Service-Learning Survey on page 19.

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For service-learning staff, the survey informs and educates us to improve our services and helps us to obtain funding; it also helps us to market our programs to key decision makers who may value different outcomes. How can the staff improve or promote a service-learning program to any constituent without knowing what impact it is making?

This survey is a valuable qualitative tool to assist in discovering various effects of service-learning on the students, but qualitative as well as quantitative measures are needed. Student journals and other written and verbal reflection techniques also provide valuable assessment information.

In a time of dwindling funding, there is usually more accountability for programs to do what they assert they accomplish in order to receive funding. A high-quality, multidomain assessment survey⁺ is an invaluable tool to measure these accomplishments.

About the Author

Barbara Baird is a curriculum specialist and teaches community involvement, a three-credit service-learning course, at Brevard Community College in Florida. She coordinates the America Reads Brevard's Deeds project for the Center for Service-Learning.

Over the past 20 years, Barbara has administered various nonprofit agencies and programs and is a trainer and consultant in community youth development, peer education, and grant writing. She earned her bachelor's degree in Journalism and Political Science from the University of New Hampshire and holds a master's degree in Education, specializing in guidance and counseling, from Stetson University.

⁺ Users of the instrument that begins on the following page may choose to list the domain headings or leave them out and mix up the order of the statements. In addition, negative statements such as "Increased sense of insecurity," "Ignorance of community needs," or "Feelings of Alienation" may be interspersed to ensure that students are reading statements attentively and not simply circling all of the letters in a single row on the scale. Questions requesting demographic information (age, gender, class level, race, years of service, etc.) may be added at the user's discretion.

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1. Knowledge related to service performed	a	b	c	d	e
2. Basic academic skills	a	b	c	d	e
3. Critical thinking skills (reasoning, problem solving)	a	b	c	d	e
4. Improved GPA	a	b	c	d	e
5. Desire to stay in college or complete degree	a	b	c	d	e
6. Ability to work and learn independently	a	b	c	d	e
7. Enriched classroom learning	a	b	c	d	e
8. Ability to connect academic subject matter to “real world”	a	b	c	d	e
IV. Occupational	Not at all A great deal				
1. Technical skills	a	b	c	d	e
2. Occupational skill enhancement	a	b	c	d	e
3. Employment possibilities	a	b	c	d	e
4. Opportunity to explore a career	a	b	c	d	e
5. Realistic ideas about the work world	a	b	c	d	e
6. Narrowing career choices	a	b	c	d	e
V. Civic	Not at all A great deal				
1. Belief in becoming a better citizen	a	b	c	d	e
2. Awareness of community problems or social concerns	a	b	c	d	e
3. Commitment to making a difference in your community or society	a	b	c	d	e
4. Capacity to contribute to society	a	b	c	d	e
5. Intention to work on behalf of social justice	a	b	c	d	e
V. Civic (continued)	Not at all A great deal				

Assessment of Student Work

6. Belief that helping others in need is one's social responsibility	a	b	c	d	e
7. More prepared for responsible citizenship	a	b	c	d	e

Using the following scale, please indicate how important the following goals are for you:

	Not important				Essential
1. Becoming involved in community service	a	b	c	d	e
2. Working toward equal opportunities for all	a	b	c	d	e
3. Being politically involved	a	b	c	d	e
4. Respecting the rights and dignity of others	a	b	c	d	e
5. Preserving the environment	a	b	c	d	e

Assessing Outcomes of Service-Learning Collaborations

“ ... an inventory can reveal many aspects of an institution’s commitment to service-learning: community partnership development, support for faculty integrating service-learning, and, most important, the opportunities available for students.”

— Dewees/McGill

Chapter 3

An Institutional Self-Assessment Inventory for Service-Learning

Patricia Dewees and Susan McGill

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Why would faculty integrating service-learning into their curriculum want to employ a self-assessment inventory? What information would be most useful? How would the results impact the institution's service-learning program development?

An institutional self-assessment inventory can be a useful tool to examine the climate for service-learning, identify gaps in services, and determine the future goals and directions of service-learning at that institution. Specifically, an inventory can reveal many aspects of an institution's commitment to service-learning: community partnership development, support for faculty integrating service-learning, and, most important, the opportunities available for students.

Interest in community partnership development can be measured by the number of well-known partnership/programs in which faculty and students can engage in service-learning. The college mission statement affirms the importance of community service/partnerships. The visibility of administrators and deans involved in community service will send a message to faculty and program directors about the level of institutional support for their involvement.

Faculty clearly need to know the campus climate that exists for their development and involvement with service-learning. An inventory will demonstrate this support through data on faculty evaluations, reward, tenure, and recognition for service-learning and work in the community. Service-learning directors will obtain pertinent information about institutional financial support and commitment, which will assist in accurately planning programs, developing objectives, and seeking funding. Striving to build programs based on the best practices of service-learning is achievable only by obtaining a baseline of current service-learning practices at each institution. For faculty engaged in mentoring other campuses, an inventory can be a useful evaluation tool to measure service-learning development over time.

Practitioners are aware that reflection is a critical component of learning. Asking a group of fellow faculty members, students, and administrators to fill out the inventory individually and then meeting to reflect on the result can be a powerful learning experience as the college community members compare perceptions and prioritize issues. The degree of institutional support for service-learning will ultimately impact the sustainability of any service-learning program for students. Employing an institutional assessment inventory for service-learning establishes a baseline measure as a yardstick for the progress and future of service-learning pedagogy.

Assessing Outcomes of Service-Learning Collaborations

Finally, the opportunity for successful service-learning initiatives will ultimately depend upon decisions made by key institutional policy makers. The ability to assess the views of key stakeholders is imperative.

The purpose of the Institutional Self-Assessment Inventory for Service-Learning⁺ on the following page is to encourage practitioners to take a snapshot of their institution at a point in time. The self-assessment can be repeated at intervals to look for significant change. It may be useful to invite a small representative group of students, faculty, administrators, and staff who are actively involved in service-learning to complete the inventory and then gather to compare notes. The inventory is meant to be a guidance tool for individuals who want to improve the quality of service-learning at their institution. A representative group can be asked to fill it out, based upon their perception of the correct answer. The answers can then be checked against self-study research, or it can be used as a research tool to guide a self-study.

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An Institutional Self-Assessment Inventory for Service-Learning

CLIMATE

Check the appropriate answer:

⁺ Prepared by Patricia Dewees, Ohio University, and Susan McGill, Mesa Community College, as a product of the 2 + 4 = Service on Common Ground project of the Campus Compact National Center for Community Colleges (1998). This inventory may be reproduced and adapted for personal use.

Assessment of Institutional Efforts

1. The college catalog affirms the importance of community service and community partnerships. Yes___ Sometimes___ No___
2. Students are recognized for community service. Yes___ Sometimes___ No___
3. Senior administrators, deans, and faculty also perform community service in a visible manner. Yes___ Sometimes___ No___
4. There are functions on campus where students and faculty get together informally around community service or service-learning. Yes___ Sometimes___ No___
5. The college catalog affirms service-learning. Yes___ Sometimes___ No___
6. Other college publications affirm service-learning. Yes___ Sometimes___ No___
7. The president of the institution mentions the importance of service-learning in his public talks. Yes___ Sometimes___ No___
8. The institution belongs to a service-learning network of other institutions (i.e., Campus Compact) Yes___ Sometimes___ No___
9. The college has partnerships or signature programs in the community where faculty and students can engage in service-learning. Yes___ Sometimes___ No___
10. An advisory board for service-learning is active. Yes___ Sometimes___ No___
11. Faculty support community service programs on campus. Yes___ Sometimes___ No___
12. The college mission statement affirms the importance of community service and community partnerships. Yes___ Sometimes___ No___
13. Individual departments have goals related to service-learning. Yes___ Sometimes___ No___
14. There is an institutional rationale for the most appropriate mix of applied and theoretical learning. Yes___ Sometimes___ No___

As I look at responses to this CLIMATE section, I think my institution should work on the following:

CURRICULUM/FACULTY

Check the appropriate answer:

1. Every college (department) has courses that include service-learning options. Yes___ No___
If No, what percentage (approximately) of departments include service-learning?
>50%____ 25-50%____ 10-25%____ <10%____

Assessing Outcomes of Service-Learning Collaborations

2. Students are able to participate in service-learning options in most majors.
Yes___ No___
If No, what percentage (approximately) of majors/areas of concentration include service-learning?
>50%_____ 25-50%_____ 10-25%_____ <10%_____
3. Many faculty members participate in faculty development activities for service-learning.
Yes___ Sometimes___ No___
4. Some faculty members publish work in their discipline about service-learning.
Yes___ Sometimes___ No___
5. A minigrant program (or stipend) supports faculty in their work to develop service-learning in their courses.
Yes___ Sometimes___ No___
6. Students complete learning contracts for service-learning.
Yes___ Sometimes___ No___
7. Students frequently do service-learning projects together.
Yes___ Sometimes___ No___
8. Faculty are on campus and available to students during the week.
Yes___ Sometimes___ No___
9. Faculty actively seek to build good relationships with community partners.
Yes___ Sometimes___ No___
10. Faculty encourage learning communities in the classroom.
Yes___ Sometimes___ No___
11. Faculty design service-learning projects to build community capacity.
Yes___ Sometimes___ No___
12. Experienced service-learning faculty mentor other faculty.
Yes___ Sometimes___ No___
13. Students document their learning in journals, notebooks, portfolios, or other methods of reflection.
Yes___ Sometimes___ No___
14. There is a faculty handbook on service-learning.
Yes___ No___
15. In your opinion what percentage of the full-time faculty would define service-learning as a valid pedagogy? _____

CURRICULUM/FACULTY (continued)

16. Students involved in service-learning complete a learning plan or contract.
Yes___ Sometimes___ No___
17. Faculty are generally aware of the principles of experiential learning (the need to differentiate between experiential inputs and creditable learning outcomes).
Yes___ Sometimes___ No___
18. Faculty consistently credit learning and not experience.
Yes___ Sometimes___ No___

Assessing Outcomes of Service-Learning Collaborations

5. A faculty member who is interested in service-learning can receive materials and other support from a central office. Yes___ Sometimes___ No___

As I look at responses to this FACILITIES/SUSTAINABILITY section, I think my institution should work on the following:

MISSION

The following three approaches lead to different models of service-learning. As you look at your institution today, which approach is most common? Try to rank the approaches at your institution:

1 = most common approach 3 = least common approach

Charity _____

Justice _____

Civic (citizenship) _____

Do you believe that students at your institution prefer one of these models? Yes___ No___

If Yes, which one? _____

Do you believe that faculty at your institution prefer one of these models? Yes___ No___

If Yes, which one? _____

As I look at responses to this MISSION section, I think my institution should work on the following:

Chapter 4

Community Impact: Defining and Assessing the Intentional Community

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This essay elaborates on the significance of assessing the effectiveness of the community impact component of service-learning. It is not all that easy to come up with a totally satisfactory definition of community and not even desirable to offer a rubric for assessing impact because invariably there are exceptions to almost anything that attempts to capture these terms. Broadly understood, the term *community* represents a group of people sharing similar interests and goals (Montiel & Ortego y Gasco, 1998). R. L. Warren (1972) refers to community as action organized to “afford people daily local access to those broad areas of activity which are necessary in day to day living” (p. 1). Such definitions emphasize the geographical and ideological proximity of community members. Scholarship on the political community refers to national identity as the source for geographical (albeit on a large scale) and ideological proximity (F. M. Cox, cited in Montiel & Ortego y Gasco, 1998). Robert Bellah (1995/96) and other communitarians have observed that such discussions also refer to community in terms of how it furthers individualistic and self-interested ends and goals; i.e., they represent an *individualist* approach to community.

In contrast, Amitai Etzioni (1993), a founder of communitarianism, decries the severe case of deficit “we-ness” in America and calls for “a set of social virtues, some basic values, that we as a community — not individuals — endorse” (p. 9). Problems emerge for communitarians, however, because they fail to define a community that is open to disagreement about the meaning of shared values and goals (Bellah, 1995/96). Mere insistence upon “we-ness,” in lieu of a candid and frank sharing of ideas and visions, results in what Scott Peck (1987) refers to as a “pseudo community,” where a fictive sense of “shared-ness” about the meaning of values and goals simulates the real thing. Thinly veiled conflict simmers beneath the surface, serving to prevent the trust and candid dialogue necessary for civic engagement. Finally, the community that both individualists and communitarians emphasize is ostensibly homogeneous. Its focus is on middle-class white America and either is silent on issues of diversity and the experiences of minority groups, or endeavors to have such differences melt away.

This article expands, and I hope improves upon, these self-interested and consensual-based definitions of community by adding an experiential process of participation and by introducing learning-based definitions (service-learning) to conventional space-based

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definitions.⁺ This experiential approach to community resembles what K'Meyer (1996) terms the "intentional community." Following K'Meyer, the intentional community consists of a group of people who by choice form a partnership through which they share geographic (neighborhoods) or virtual (the Web) space. Community participants are grounded in a commitment to engage in candid dialogue and common experience in forging a common understanding of the collaboration's origins, purpose, development, and group life. According to K'Meyer (cited in Amit-talai, 1996), its members are civically involved and work toward effective communicative action.

Service-learning, defined as a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for integrating this experience with academic curriculum (Jacoby, 1996), serves as a catalyst for nurturing the intentional community. Its emphasis on reflection corresponds with K'Meyer's idea of creating a common understanding to reflect upon their actions while creating a base upon which to build, strategize, and guide for the future (K'Meyer, cited in Amit-talai, 1996). Service-learning fosters the intentional community through William Heard Kilpatrick's (1918) premise that student learning is most valued and enduring when grounded within "wholehearted, purposeful activity in a social environment" (p. 330). That premise is fine as far as it goes. Here, students and members of neighborhood-based organizations interact and reflect (experience learning) as equal citizens.

John Dewey (1916) argued that human beings possess a natural urge to operate to the limit of their capacity — in short, to learn. But learning toward what end? What type of learning do citizens need in this intentional community? As the plethora of recent literature on civic disengagement suggests, the extent to which college students fail to be driven by the urge for civic involvement, and conduct themselves in terms of it, is the extent to which formal education fails to deliver on its fundamental mission. Besides, since the writings of Alexis de Toqueville (1945), civic disengagement has corresponded to the dismantling of community.

The mistake that has been made in response to the absence of this human urge is to observe only levels of performance, as gauged by easily quantifiable meters of success. We conclude that education fails to deliver "content" and "tools," or simplified, that students do not acquire knowledge and skills. This conclusion is attributable to a form of ethnocentrism and attachment to hierarchy that is bred by our educational system — the ethnocentrism of the academic who "teaches as he ought to teach, and the meager results with which he is rewarded can only reinforce his certainty that the great majority of his students are unworthy of the efforts he bestows upon them. Indeed, the professor is as resigned to his students and their 'natural' incapacities as the 'good colonist' is to the 'natives,' for whom he has no higher expectation than that they be just the way they are" (Bourdieu, Passeron, & De Saint Martin, 1985, p. 94).

Indeed ethnocentrism makes students into passive learners and can result in the subordination of "the other." First, scholars since John Dewey (1916) have experimented with forms of pedagogy designed to transform the adverse and pacifying effects of the

⁺ I would like to acknowledge the assistance of Jim Ostrow for his time and commitment to this project. I would also like to acknowledge Greg Mark, Jerry Jacks, Jim Glasson, and Bob Franco for the ideas they shared on community impact during the January Campus Compact 2 + 4 meetings in Cocoa Beach, Florida.

traditional classroom (Argyris & Schon, 1974; Kolb, 1984). Excellent education, they say, is based in active and engaged learning (May & Koulis, 1998). Dewey recognized that education is fundamentally about values, or “the ends for the sake of which man acts” (p. 16). An essential feature of education is the experience of being exposed to and eventually mastering what one thought was impossible or irrelevant. The student must experience the relevance of what he or she is being solicited to know for the development of a meaningful, productive, and lucrative life. At no time in our history is the establishment of this experience more essential to productive education than it is today. By a seeming paradox, it is in the information age that education must be conceived as far more than providing information. The paradox is solved by recognizing that the phrase *information age* is at best an ironic characterization of the times we live in — an age where the plethora of ways in which we experience the environment and make contact with one another means that having information cannot define the educated person. If education is to serve us well personally and professionally, then we must learn how to work well and live with a massive variety of experience — we must possess the ingenuity and sensitivity to be creative, competent, and caring of one another in the midst of this variety.

Second, an instructor’s attempts to marginalize diversity, inside or outside the classroom, may make even the most innovative pedagogy little more than an interactive method for inculcating in students an ethnocentric view of the world. For example, the project method, as originally intended by Kilpatrick (1929b), empowers students to determine topics for study, execute their plans, and evaluate their own success (Pierson Stewart, 1998). In all his writings on the project method, Kilpatrick’s definition remained ambiguous in terms of how the project method should engage individuals from different cultural and ethnic backgrounds. When the project method is examined in terms of Kilpatrick’s views on democracy and in terms of the incredible sociocultural transformations that America experienced during the early 20th century, its tenor and tone shifts dramatically. Kilpatrick directed the project method from an inspiring pedagogic innovation toward serving as a behavioral method for restoring nativist values in the classroom. Kilpatrick (1929a) defined democracy as “essentially life, ethical life” (p. 28). “If democratic control is to continue and be adequate to the new demands,” Kilpatrick (1936) claimed, “the people must be adequate to the new ethical life consisted of a homogenous and consensual-based community” (p. 64). He considered immigrants from racially and culturally distant lands to represent a “downward pull” on the democratic ideal. Thus, even the project method is susceptible to political manipulation. Unless otherwise directed through purposeful action, the project method can encourage and has encouraged assimilation in the name of preserving “ethical democracy.” This example reveals that the project method is not immune from the pitfalls of ethnocentrism (Franklin, 1986; Pierson Stewart, 1998).

Service-learning — properly exercised — can avoid such pitfalls. Its emphasis on diversity in the community provides the social environment necessary for real-world learning. Diversity is a central component of the intentional community, for it forces participants to reflect upon accepted concepts and instructs openness to critically questioning, redefining, and reapplying ways of problem solving. Cross-cultural awareness and interaction play a central role in the intentional community, both in terms of the types of students attracted to the program (assimilation and differentiation models of diversity) and in

Assessing Outcomes of Service-Learning Collaborations

terms of how students and community partners from diverse backgrounds collaborate to initiate and develop new projects and how they manage existing projects in the program. Participants thus create a community of shared meanings from diversity. This approach acknowledges that a diverse set of decision makers will embody different perspectives and approaches to work; it values the variety of opinions and insights that results. Different identity groups bring to a project knowledge and skills about how and what work gets done and show more than one right way to get positive results.

The Intentional Community and Service-Learning

The intentional community that results from being well informed and positioned to engage in critical dialogue serves to nurture a deep, horizontal comradeship between colleges and community-based organizations (CBOs). It emphasizes problem solving, team building, and communication around community partnerships. Students and members of community organizations collaborate on specific projects, with each contributing expertise-driven skills. Project objectives are achieved ostensibly after partners successfully set common goals and address how to get there.

Service-learning serves as a powerful catalyst for stretching the educational experience across disciplines and across spatial divides for learning (higher education and community organizations, virtual classrooms). It enables students and community members to witness the applications of disciplines and college-specific methods and ideas to the world, as well as the relevance of different approaches to the same programmatic theme.

Why the Intentional Community?

The complexity of the modern world, coupled with the rapidly changing nature of “information,” means that wherever the specialized character of learning translates into separation and isolation, the contents and methods of collaborative learning are rendered irrelevant for the ordinary citizen — or anyone beyond the enclosed circle (the traditional, discipline-specific classroom renders one example). The consequence is that modern forms of community and learning are disconnected and have no clear purpose or meaning within the social world.

There are simply new priorities in the contemporary world with respect to the nature of “knowledge” and its development through education. These priorities extend beyond *kinds* of information to understanding the sources and uses of information across fields, across sites, and across different media. Certainly, the professions require new and complex perspectives from imaginative people who can acquire, sort through, and interconnect information. It is precisely by stretching the community experience across the college-community divide, and around themes, that students learn to apply discipline-specific methods and ideas to real-world situations. They also begin to recognize distinctions between, advantages of, and connections to other disciplines. I believe strongly that this kind of an approach to education establishes the clearest value to the student who is forming an orientation to the environment and searching for his or her place within it — both personally and professionally. Hence, it is the grounds for a person’s competent inhabitation and active-versus-passive presence within the intentional community, where it is necessary to know

how to retrieve information from an array of opportunities and experiences and to identify its relevance and interconnectedness.

Operationalizing and Assessing the Intentional Community

The purpose of community impact research is to answer this question: What is community service experienced *as*? The question is answered by gathering data on and analyzing student involvement in the community. Such experiential research is divided into (1) investigations of the lived-through character of anticipating, engaging in, and reflecting on site visits; and (2) investigations of the evolution of the sense and value of community involvement for students engaged in the project throughout their college careers. The most important feature to assess with regard to building an intentional community concerns the successful synergy created by the collaboration while each partner also achieves its own institutional objectives. There exist myriad forms for achieving success. Unfortunately, the literature remains sparse with regard to effective and appropriate evaluation tools to measure the success of these projects. Part of the problem is the inherent limitation of quantitative methods to assess such intangibles as “synergetic collaborations,” or the value added to each institution’s objectives by combining students and community partners. The vast amount and variety of both community based organizations (CBOs) and academic classes and disciplines involved in service-learning further complicates any effort to create a quantitative assessment tool that lends itself to consistency and uniformity. By using such quantitative standards of assessment as a Likert scale, researchers “formulate in advance attitudinal categories” and thus stipulate in advance what the community members’ attitudes can be and impose limits on their experiences (Ostrow, 1994). What we gain is a “narrowly constricted, stylized representation of the community’s assessment of the partnership” (Ostrow, 1994).

For this reason, I recommend qualitative forms of assessment to measure outcomes. Qualitative evaluation tools include focus groups at community organization sites, student reflection journals, and open-ended questionnaires to be distributed to community site coordinators at the end of the semester and after specific events (see prototype in appendix).

Focus Groups

The focus group is a relevant component of assessing the intentional community because it concentrates on giving voice to parts of the community that may have been excluded from the decision-making process. (In the 1950s, for example, consumers were grouped together for the first time to give their opinions on product preferences). Robert Merton (1956) familiarized social scientists with the focus group by arguing that it provides a needed social context where people can consider their own voices in context with the views of others for decision making (Patton, 1990). The focus group can be conducted during the course of specific projects. It brings together students and members of community organizations to identify strengths, weaknesses, and needed improvements. One of the great assets of the focus group in assessing community impact is its flexibility. It can empower the intentional community to truly value a variety of opinions and insights, and it encourages the intentional community to understand that its success results from its ability to embody different perspectives and approaches to specific projects.

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Journals

Student journals should include detailed accounts of any activities, thoughts, anxieties, hopes, fears, concerns, ambitions, surprises, disappointments, discoveries, etc., that are either formally or informally related to the students' roles as citizens of this intentional community. "Informal" means that while the student is not always involved officially in scholarship activity, he or she may have experiences and insights that are related to the project. "Formal" refers to all activities that comprise the student's obligations. Issues to consider include (1) the relationship with staff at agencies; (2) the relationship with clients; (3) the relationship with fellow students (both in and out of the project); (4) the relationship between scholarship activities and others — including specific classes, social life, etc.; and (5) the personal or academic impact (or absence of impact) of work on or off campus.

Students should be guided to write on whatever matters. While the journal writing is not compulsory, it can be a personally satisfying activity and, at the same time, produce very useful information for assessing the intentional community. Although the journals themselves have absolutely nothing to do with any kind of grading of students, and should not be shared, they could — and perhaps should — be used as a self-assessment tool by students. The journals could then provide the basis for students to create a comprehensive profile of their experiences (and this could be shared).

Open-Ended Interviews

The interview component of assessing the intentional community is divided into (1) evaluation of the positive and negative features of community involvement for students and faculty both prior to, during, and subsequent to the site visits; (2) assessment of the experience against specific course content (syllabus); (3) evaluation of the positive and negative features of college involvement for community partners both prior to, during, and subsequent to each project; (4) evaluation of the level of responsiveness of the project to the needs and concerns of the community; and (5) evaluation of the level of responsiveness of members of the noncollege community to specific objectives of courses and the more general objectives of community involvement at the university.

"Open-ended" means that there are no multiple-choice or yes/no questions. Interviews provide data on (1) what community partners found useful about particular components of the partnership, and (2) the impact of service-learning at specific community sites. This information can then be analyzed to formulate recommendations to improve the work of the intentional community. The significance of response rates under given categories is much higher in an open-ended than a closed-ended instrument, since these categories represent what respondents choose on their own to talk about.

Forging a Stronger Intentional Community

More broadly, the evaluation tool should get at specific ways for agency partners to be incorporated more thoroughly into the design of a program evaluation process. By way of protocol, questions and methods should be developed for trouble shooting related to problems that develop "in the moment" (e.g., students not showing up for a particular

appointment). Each community agency should also work with the service-learning team to develop a long-term service-learning plan and clearly articulated service-learning vision.

Similarly, student leaders should produce a service-learning information packet on the service-learning program for community partners. This provides the following information for each student project that is set up at a community site: A description of the types and levels of students, a copy of relevant syllabi and assignments (including a description of evaluation procedures and due dates), and the names and phone numbers of relevant faculty supervisors.

On a more practical note, colleges should take steps to ensure community partners that they will be aggressive in (1) ensuring that students and faculty are well-informed about the agencies with which they will work, and (2) ensuring that agencies are well-informed about students who are placed there.

One means of achieving this is as follows:

Prepare an information packet for students and faculty about the community organizations with which they will work. This packet should include descriptions of the agency's mission, client base, paid staff and volunteer positions, potential projects, descriptions of past student projects, and tip sheets on what has worked well or not so well at this site. Perhaps a short video on the agency could also be produced. Further, site coordinators should provide the following information for student projects that are set up at each site: A description of the types and levels of students, a copy of relevant syllabi and assignments (including a description of evaluation procedures and due dates), and the names and phone numbers of relevant faculty supervisors.

Conclusion

The biggest test for service-learning in assessing community impact is redefining the idea of community into one that consists of nontraditional, nongeographic-based communities. We need to reimagine a new community that consists of colleges and neighborhood agencies as equal citizens. The intentional community — by connecting the differences that have previously separated colleges and communities — encourages service-learning to expand upon the project method. The creation of an intentional community is best assessed through qualitative methods. Qualitative methods and protocols represent our commitment to engaging the project method in a diverse and truly heterogeneous social environment. Quantitative methods may indeed provide a picture of particular trends within a population. Still, useful information will be omitted if quantitative methods drive the evaluation, and in this information age, reliance on quantitative assessment comes to embody the worst of the very ethnocentrism (in all its forms) that service-learning is trying to combat. Qualitative methods and protocols, on the other hand, represent our commitment to engaging the project method in a diverse and truly heterogeneous social environment.

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About the Author

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Robert has conducted research and published articles on such topics as citizenship, service-learning, immigration, and human rights, and he was a finalist for the 1998 Fourth Annual Thomas Erlich Faculty Award for Service-Learning. He is currently engaged in research on the naturalization process in the greater Boston area.

Assessing Outcomes of Service-Learning Collaborations

Appendix

The Bentley Service-Learning Center recently implemented a focus group for community partners. The following format has shown itself to be particularly effective.

COMMUNITY PARTNERS FOCUS GROUP

Community organization partners:

- Waltham Boys and Girls Club (director)
- Lexington High School (teacher)
- Charles River Museum of Industry (executive director)
- Quincy High School (teacher)
- Father Bill's (Bentley alumnus, program director)
- Fitch School, Waltham (director)
- Fernald Center, Waltham (director)
- Massachusetts Legislature (state representative)
- Waltham Community Development Corporation (WATCH) (director)

Desired outcomes:

1. An understanding of the benefits of service-learning for Bentley College Community Partners, to be taken into account in the strategic plan
2. An assessment of service-learning partnerships with the community, addressing
 - identification of what is working in the program (i.e., professional outcomes, productivity enhancement, learning objectives, and agency relationships)
 - determination of what can/should be changed to produce more tangible outcomes, enrich existing relationships, and create new partnerships

Five questions were posed to focus the discussion:

1. What are the benefits organizations have derived from the service-learning program?
2. What is the service-learning students' role relative to site assignments and professional involvement with community agencies?
3. What has worked well in these partnerships?
4. What can/should be changed to provide more/better outcomes for community partner organizations?
5. What are community partners seeking from their relationship(s) with Bentley College?

I. Benefits for the organization

- Tangible, visible results around projects that pave the way for new projects

Assessment of Community Impact

- Opportunity (for high school students) to learn theory from Bentley mentors
- Augmentation of organizational staffing, allowing for ideas and plans to be realized
- Professional expertise (of classroom theory) to assist in functional areas of partner organizations
- Bringing practical skills to the organization (i.e., application of business skills/expertise), enabling the organization to move forward with a minimum of supervision (increasing efficiency, providing greater levels of productivity)
- Mentoring of high school students through role modeling and individual support
- Tutoring and mentoring of elementary students
- Long-term commitments (beyond academic requirements) that provide completion of more comprehensive projects (i.e., taking over the accounting function for a long period of time)
- Assumption of management role (i.e., coordinating all volunteers in the organization) providing the catalyst for the larger process
- Interdisciplinary benefits to both students and the organization
- Rejuvenation of the staff by bringing new energy and enthusiasm to the organization (new perspectives for agency management and staff)
- Development of new relationships: students as providers/students as recipients, agencies as providers/agencies as recipients (i.e., agencies as providers are not necessarily the experts)
- Contribution to diversity within the organization, which sharpens the organization to broader diversity initiatives and promotes new perspectives toward diversity
- Building several partnerships around a specific partnership, utilizing the unique resources of both providers and recipients
- Sharing Bentley College resources with agencies/organizations, bringing recipients of service to the Bentley Campus for exposure to and use of campus resources
- Team and collaborative efforts as model(s) for increased efficiency and greater productivity

II. Benefits to students

- Hands-on experience directly related to academic learning application of theoretical knowledge
- Increasing levels of responsibility in a professional environment
- Opportunities to gain experience in not-for-profit (versus for-profit) organizations
- Working directly with professionals, applying theoretical knowledge
- Exposure to and working with other organizations through the service-learning site

Assessing Outcomes of Service-Learning Collaborations

- Exposure to social service and community organizations partnering with educational institutions
- Providing a view/perspective of community and social needs
- Learning about what the contributions of the provider organization mean to the community and coming away from the experience sensing the magnitude of these contributions
- Making available new choices and an awareness of the range of opportunities in a particular field or area of study
- Allowing students to entertain new opportunities they may not have thought about or been aware of for themselves
- The organization becoming an ally for the students: networking, career development, building references, enhancing résumés
- Reciprocity equal to or greater than organizational dynamics (i.e., low-income clients of the organization become students' partners)
- Students becoming advocates for the organization and its mission (in the future) and possibly becoming representative of the organization, professionally or in a social context
- Growth in a volunteer ethic, impacting future social behavior; students learning the importance of community service as a component in their lives
- Greater knowledge of social issues and related impact on community development and social growth

III. What has worked in these partnerships?

- Shared learning (through informal and formal collaboration)
- Greater leverage for sites within the community
- Student quality strengthening partnerships and enriching relationships between the community and Bentley College.
- Appropriate matches; clarification of site needs ensuring good matches, better outcomes
- Consistency and continuity of programs/students
- Continuity, quality, and achievement of expected outcomes through good planning
- Effectiveness of advisory board for the site (Fernald Center)
- Coordinators of projects/assignments meeting in advance with partners; opportunity to assess needs for both the site and the provider (student) in advance; clarification of site needs ensures good matches, better outcomes
- Facilitation of communication between all project members by student coordinators
- Working collaboration with the partners

- Student participation in site events and activities

IV. What can/should be changed?

- Avoid mismatches, especially with agencies/organizations with limited supervisory staff.
- Be very clear about what the expectations are; expectations for both parties must be clarified up front.
- Expectations and outcomes must be clearly identified and stated at commencement of the project, and individual agendas need to be clear. What are the desired outcomes for community partners, students, faculty? How do these outcomes mesh with objectives and the outline of projects and activities at each site?
- Ground rules need to be established for each site relative to expectations/outcomes.
- There is a need for clear and specific statement(s) around follow-through of projects, even after academic requirements are fulfilled, to ensure that students do not walk away from project early.
- Commitment must be completed and understood goals achieved.
- Students need to understand that all outcomes are not tangible.
- Some experiences should be viewed from a holistic perspective and not so much by individual and separate activities.
- Discrete projects should be able to be addressed rather than the whole experience.
- Consistency through a long-term project (full year versus semester-based) enables a more in-depth orientation to the culture of the organization.
- Long-term commitments with specific and clearly delineated guidelines could enhance continuity and provide opportunity for service-learning students to mentor each other. Overlap students at sites (between projects/semesters).
- Long-term commitments would enhance learning for students and organizational outcomes.
- “Supervisory work” for the site needs to be clarified.
- Sites need to be able to say no; limits need to be recognized; sites often may not be in a position to take service-learning students (e.g., for lack of supervisory staff, internal problems, etc.).
- Logistical issues: Transportation and/or access can be a problem for students and sites.
- Academic calendars need to be built into the schedule with each site. Examples are college versus public school holidays, spring break, and summer vacation (business activities/operations do not stop).
- How do you convince other faculty (high school) about the importance of service-learning? More faculty committed to service-learning in high schools would enable

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greater comprehensiveness of experiences and choice of opportunities for students in the area of service.

V. What are community partners seeking?

- Better relationships between area colleges and the Waltham community
- Student involvement in management of organizations
- Student recognition of the partner organization's value and the value of the Waltham community students (recognition that they are a part of the external community and that they have a potential future in Waltham)
- Increasing students' responsibilities on behalf of community sites (i.e., grant writing and funding research)
- Finite projects students would be involved in from start to finish
- Students as a community voice about and in support of the agency assisting in increasing visibility of the organization and its mission; students as marketing spokespersons
- Infusion of business focus in high school programs
- Increased numbers of high school faculty committed to service-learning and greater efforts to implement service-learning into the high school curriculum
- Access (by the sites) to the Bentley infrastructure and availability of Bentley resources to the sites and their clients
- Constituents (i.e., computers, library and media resources and space)
- Better use of the service-learning team (student, faculty, service-learning coordinator, site supervisor, site staff, site client) and broader challenges achieved through team collaboration
- Bentley to formally recognize students for service initiatives/contributions
- Services to parents (public schools); i.e., literacy, tutoring, mentoring
- Better understanding of service-learning as an educational model (How are students qualified? Is information about service-learning disseminated? Could sites do a better job of creating/integrating service experiences?)
- Increased levels and methods for communicating between Bentley and sites about service-learning program/objectives/outcomes/future
- Better understanding for sites as to what motivates (Bentley) faculty commitment to service-learning, why and/or what the rationale is for certain projects, and how projects fit with the curriculum
- Explanation of the faculty agenda relative to identified projects and expected outcomes
- Technical assistance for sites (i.e., technology, business applications, writing and computational expertise)

Assessment of Community Impact

- Money, time, in-kind contributions from the Service-Learning Center and/or Bentley College
- Newsletter or some regular form of written formal communication to keep sites abreast of service-learning activities, which would aid in a better understanding of the service-learning initiative, its implementation, and outcomes
- Update for all sites on all of the projects Bentley students are involved in, providing a better perspective about available project opportunities and a broader understanding of service as a curricular component

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“The focus of evaluating partnerships should not be on evaluating the community projects themselves. ... the goal of the broader campus and community evaluation is to evaluate the extent to which the partnership is working as a partnership and working toward the creation of sustainable democratic communities.”

— Lisman

Chapter 5

Evaluating Campus and Community Partnerships

C. David Lisman

Community College of Aurora
Aurora, Colorado

Many involved in the community college movement no doubt have realized that service-learning has been a vehicle for discovering the need for a broader and deeper collaboration with our communities than is afforded by service-learning alone. This, of course, is not to say that such collaboration excludes service-learning. In fact, as campus and community partnerships become stronger, there will be increased opportunities for service. At the same time, other needs and expectations will inevitably arise. For example, students might be assisting immigrants in an English as a Second Language (ESL) program at a community center. The community center and the people in the ESL training may also have job training needs. A logical step would be for the college to assist in providing job training for these individuals.

Colleges and universities have been slow to recognize the ways in which stronger partnerships can be created, partly because of traditionalism and the privileged status of the business community in influencing how institutions of higher education should respond to the community.

In terms of traditionalism, many faculty within higher education believe that their sole responsibility is to teaching, and in the case of 4-year institutions, also research (Lisman, 1998). Consequently, faculty will support service-learning on pedagogical grounds or the contribution of service-learning to student development. Faculty are reluctant to support higher education as a vehicle for community development. Faculty tend to think that their main educative responsibility is to promote the intellectual and, perhaps, personal development of students. This is, of course, a very individualized conception of education. Although we have these kinds of academic responsibilities, defining the faculty role in such narrow terms is reflective of our highly individualized society, in which we tend to frame so much of what we do in individualistic terms. We think we should promote individual development but are unclear about what it means to promote the growth of something as complex as a community. Also the traditionalist ethos tends to believe that community growth is a product of individual growth. Education is seen as the means for individual growth. Traditionalists are reluctant to support any kind of direct practical deployment of intelligence to the solution of community problems because this is contrary to the traditionalist philosophy. I will not take time here to critique this philosophy. I cover this in *Toward a Civil Society: Civic Literacy and Service-Learning* (Lisman, 1998).

The second obstacle to developing a larger vision about the educational response to the community is the business ethos. A study of the history of higher education (Lisman, 1998) reveals that business interests have shaped the nature of higher education. Colleges and universities have received funding in support of intellectual work that supports capitalist

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endeavors. Faculty have been criticized, sanctioned, and fired for criticizing capitalist domination throughout the history of higher education.

Business interests have dominated an understanding of the mission of community colleges. Community colleges have a greater vocational training mission than their 4-year counterparts. Consequently, business and industry needs exert a strong influence on the educational priorities of the community college. When college presidents think of the community, they tend to think of the business community and the related organizations that support business, such as Rotary and the Chamber of Commerce.

While it is important that community colleges serve business interests, especially through job training programs, the college also can benefit other aspects of the community. For example, colleges can provide forums for community members to deliberate about social and political issues. Colleges can support community efforts to address a variety of concerns, including environmental and neighborhood cleanup and crime prevention. One of the urgent needs is for colleges to contribute to community economic development. An example of this is our work at the community college of Aurora, in which we have made several efforts to help promote the development of worker cooperatives. Community colleges already have in place small business development programs, and helping individuals develop worker-owned businesses is simply an extension of this work. But it is important as a form of community economic development because worker-owned businesses provide ways for people to pool their economic resources and become collective business owners. It is often easier for people to form a cooperative than it is for individuals to start their own independent businesses.

Another way that colleges can contribute to community development is through the asset-based community work, canvassing the community to help people find ways to use their talents and abilities in serving the community and in becoming economically self-sufficient. Boyte and Kari (1996), in *Building America: The Democratic Promise of Public Work*, have written about the importance of public work as a means to promote civic revitalization. Colleges can work with community members in developing public projects that benefit the entire community. Such a project could be as simple as a neighborhood improvement effort, or it could be as complex as developing an art center.

Students and faculty can play a vital role in these and other related efforts at working in the community. In most communities, the college is the repository for a majority of the community's intellectual capital. The college is challenged with finding ways to harness this intellectual capital in the service of the community. Faculty members can use their skills in many community projects. A challenge for the college is to find ways to allow faculty to use their intellectual abilities in the service of the community.

Such constraints as traditionalism and business interests tend to make it difficult for a college to begin to develop a more robust relationship with the community. Low-income individuals are suspicious of the college because they see it as the institution that blocks them from social mobility. Many residents see the college as a place where students are temporary residents who, more often than not, appear to use the community for their purposes of recreation and pleasure, ignoring the holistic nature of the community.

Assessment of College-Community Partnerships

Many challenges, therefore, exist in the development of strong campus-community collaborations.

In the summer of 1997, a Wingspread conference at the Johnson Foundation in Racine, Wisconsin, was convened to discuss some examples of community and higher education collaborations, many of which have been funded through the federal department of Housing and Urban Development (HUD) Campus and Community Partnership initiative.⁺ Among those instrumental in organizing this meeting were Gib Robinson of San Francisco University and Ira Harkavy of the University of Pennsylvania. I participated in the meeting on behalf of the American Association of Community Colleges. This was the second Wingspread conference on this subject.

The intensive weekend conference, which included participants from community-based organizations that have been working with colleges and universities, college and university representatives, foundation program officers, and representatives from the federal government, produced working guidelines for campus and community partnerships. As the phrase “working guidelines” suggests, these principles will be further refined. But I believe that the basic concepts undergirding strong campus and community collaborations have been captured. I have created a list of these principles:

- Partnerships should share a commitment to a shared vision, values, and goals. At the center of those goals is the creation of “sustainable democratic urban communities.” To achieve that goal, the partnerships should develop and proceed through an ongoing democratic process and approaches that emphasize increasing the capacity and power of the local community and its members, thereby helping to achieve genuine equality.
- Partnerships should share a basis of respect between and among the partners, as well as a respect and a commitment to the partnership.
- The partnership should be long-term, serious, and sustained, involving multiple sectors in deepening and broadening relationships.
- Partnerships should be based on mutual and common benefit and the need for change and improvement of all partners.
- Learning, research, and assessment of the partnership and its results should be ongoing.
- Partnerships should be based on actions that involve concrete, real-world success that leads to achieving sustainable urban communities.
- Partnerships should involve institutional structures that promote institutional change and ongoing innovation, as well as cooperation and collaboration among partners.

These principles provide guidelines for evaluating the nature and quality of specific campus and community partnerships involving projects, which may or may not be service-learning projects. The focus of evaluating partnerships should not be on evaluating the

⁺ The section on the Wingspread Principles was taken from C. D. Lisman’s, *Toward a Civil Society: Civic Literacy and Service-Learning*, Bergin & Garvey Publishers, 1998.

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community projects themselves. Project evaluation is a subset of the overall campus and community evaluation. However, the goal of the broader campus and community evaluation is to evaluate the extent to which the partnership is working as a partnership and working toward the creation of sustainable democratic communities. On the following page is a suggested evaluation based on the Wingspread Principles.

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About the Author

C. David Lisman has both bachelor's and master's degrees in Philosophy from Baylor University and a PhD in Educational Policy Studies from the University of Wisconsin at Madison. He has taught philosophy and foundations of education at a number of colleges and universities. He currently is Professor of Philosophy at the Community College of Aurora (CCA), Aurora, Colorado, with an extended administrative contract as Director of the Community Involvement Program.

*Dr. Lisman founded CCA's Community Involvement Program, which now includes a number of community outreach programs. He has been a community college leader in the service-learning movement. In addition to his work in *The Faculty Role: From the Margin to the Mainstream* project, Dr. Lisman participated in the American Association of Community Colleges (AACCC) Kellogg-Beacon project, *Promoting Civic Responsibility Through the Curricular Integration of Ethics and Service-Learning*, in which he mentored faculty at various community colleges.*

*Dr. Lisman has given more than 60 local, regional, and national presentations on topics pertaining to ethics, civic responsibility, and service-learning. Among his many published works is his most recent book, *Toward a Civil Society: Civic Literacy and Service-Learning* (1998).*

Evaluation of Your Campus and Community Partnership

1. Describe the nature of your campus and community collaboration or project.
2. Describe the nature of your shared understanding of what you hope to accomplish through this collaboration.
3. What evidence do you have that you have achieved mutual respect between and among the partners in this effort, as well as a respect and a commitment to the partnership itself? Please cite specific examples in which higher education and community members have met together on an equal basis and describe the opportunities everyone has had to participate in the planning process.
4. Describe how you see this partnership as long-term, serious, and sustained, involving multiple constituents.
5. Describe ways in which you see this partnership leading to further opportunities of collaboration and opportunities for addressing community issues.
6. Describe the mutual benefits that you see this project providing to higher education and community members.
7. Provide examples of ways you are assessing specific proposed outcomes of your project. How are you ensuring that these specific project assessments are ongoing?
8. Describe how you see your project connected to a greater purpose of achieving sustainable urban communities. For example, although your project may be addressing an urgent need, such as cleaning up the neighborhood, mentoring youth at a middle school, or helping with an English as a Second Language program, how do you see these efforts as contributing to the development of sustainable communities?
9. How do you see your project as involving institutional change within your college or university within the community?

Assessing Outcomes of Service-Learning Collaborations

“The service-learning movement certainly will not continue to grow without the qualitative and quantitative measurement tools needed to further legitimize, inform, and challenge current practices.”

— Swaba

AFTERWORD

When the Campus Compact National Center for Community Colleges (the Center) first opened its doors in 1990, an important voice began to be cultivated within the domain of higher education and the service-learning movement — the voice of the community college. It was an exciting time for those of us who believed in the power of the pedagogy of service-learning and saw the connection between this pedagogy and the mission of the community college (or higher education, for that matter).

Along with this excitement, however, came the challenge of ensuring that this voice was at the forefront, along with the many other voices committed to promoting and strengthening service-learning practices. To ensure this enthusiasm did not fade, national conferences have been held, collaborations have been built, and critical links have been made between the community and higher education. As we had hoped, this voice has grown stronger, encouraged and challenged by both fans and critics alike.

One such undertaking that keeps the Center at the cutting edge is the work of the faculty involved in the $2 + 4 =$ Service on Common Ground project. The partnerships these faculty have formed and the bridges they have begun to build across institutional boundaries are front-line. In fact, at the recent annual service-learning conference of the National Society for Experiential Education, a panel of leaders for national organizations (National Society for Experiential Education, National Youth Leadership Council, Campus Compact, Cooperative Education Association, Council for Adult and Experiential Education, and Association for Experiential Education), while addressing a vision of service-learning for the year 2000 and beyond, stated boldly that any vision of service-learning into the year 2000 must include the development of partnerships between 4-year institutions and community colleges. The many faculty involved in this project have not only taken the first steps in this direction but are actually beginning to move well on down that road.

Another insight that was shared repeatedly during this conference was the critical need for the development of high-quality comprehensive evaluation and assessment tools. The service-learning movement certainly will not continue to grow without the qualitative and quantitative measurement tools needed to further legitimize, inform, and challenge current practices. Again, the faculty involved in this project have had the vision to address this need as it was emerging on the horizon.

In this sourcebook are articles that not only address but also provide tools for the assessment and evaluation of the many facets of service-learning. To arrive at or remain on the cutting edge within your own programs, I encourage you to incorporate the insights and utilize the tools these authors have provided within your own academic programs. I would also like to thank the faculty who contributed to this sourcebook for sharing the valuable resources they have created. I admire their energy, their enthusiasm, and their commitment to enhancing the pedagogy of service-learning.

I certainly remember the feeling of excitement that permeated the environment during the early days of the Center, and I am happy to report that the same feeling of energy and excitement still exists. This is due to the insightful leadership of both Lyvier Conss and Terry Pickeral, the unending commitment of the many faculty engaged in this project, and

Assessing Outcomes of Service-Learning Collaborations

the support and critical feedback of the many practitioners involved in the support of service-learning. We are confident this sourcebook illustrates that we are on the right track.

— Joseph Swaba

Joseph Swaba is the Assistant Director and Coordinator of Instructional Programs for the Campus Compact National Center for Community Colleges (CCNCCC). Joe has been an active advocate for community service and service-learning at community colleges for more than a decade. He has served as a fellow at both the national and state levels to encourage institutions to develop high-quality comprehensive service programs.

Joe was involved with the CCNCCC during its inaugural year. He has also served on the board of directors for the Campus Outreach Opportunity League (COOL), as well as on the staff of their national Road Scholars program. Joe has been not only an advocate for community colleges but also a community college student; he graduated from Mesa Community College with an AA degree. In addition, he earned a BA in Communications from Metropolitan State University in Minnesota.