I. INTRODUCTION

Service-learning at the University of North Dakota is experiential learning for academic credit that combines community service with student learning.

Service-learning coursework should respond to community needs and provide service opportunities that enhance student learning of specific objectives of the course. Possible community partners are nonprofit organizations, community associations, and public entities. Assessment of service-learning outcomes through student reflection and connection to course content is expected. Service-learning opportunities may be paid or unpaid, required or optional.

II. MISSION

The mission of the UND Service-Learning Program of the Center for Community Engagement is to increase the ability of students to participate knowledgeably and actively in public life as citizens and professionals, while contributing to the well being of their communities.

The Service-Learning Program:
- Identifies community needs that can be addressed through service-learning,
- Supports the integration of service-learning across the curriculum,
- Builds long-term relationships between the university and community,
- Offers faculty development opportunities related to service-learning,
- Recognizes and rewards significant service-learning work,
- Identifies service-learning courses and promotes them,
- Helps develop new service-learning coursework,
- Encourages student participation in service-learning coursework,
- Coordinates the assessment of student learning for purposes of improvement,
- Documents service-learning for the Carnegie Foundation and other entities.

III. SERVICE-LEARNING COURSES

Service-learning is a pedagogy that can be used in any discipline and in a range of subject matter to enhance learning course objectives through authentic service experiences. Faculty who wish to identify their courses as service-learning for inclusion on the Center’s list for promotion and documentation, must meet the following criteria in their courses:

1. **Goals.** Course content addresses at least one goal from Goals 1-3 and addresses Goal 4, below.
2. **Focus.** Service-learning is integrated in a significant way (at least 1/4 of student effort for the course). It is expected that students will interact with community members or partners as part of the course.

3. **Analysis.** Students connect academic information with their service experience through critical analysis and reflection. These activities might include journal entries, essays, papers, participation in class discussion, and/or a class presentation.

4. **Assessment:** The service-learning outcomes selected by the faculty member are assessed and results communicated to the Service-Learning Program.

**IV. ASSESSMENT PROCESS AND RESPONSIBILITY**

The Center’s Service-Learning Program coordinates assessment of student learning and community benefits resulting from service-learning courses. Faculty wishing to offer designated service-learning courses are asked to identify their service-learning enhanced courses each year by submitting the syllabus along with information about the course on the Service-Learning Designated Course Request form, available online at the Center’s website (www.communityengagement.und.edu).

These materials are reviewed by a faculty committee. Designated service-learning courses are posted on the Center’s website and advertised on campus. The list will be compiled by March 1 for fall and summer semesters and October 1 for spring semester.

Faculty teaching a designated service-learning course are asked to collect assessment information on student learning and community outcomes. Results are reported to the Service-Learning Program for review, aggregation, and recommendations by a faculty committee. Results should be reported using the Service-Learning Assessment Report form available online at the Center’s website (www.communityengagement.und.edu).

Assessment of student learning over time is conducted through indirect methods using research collected by the UND Office of Institutional Research. Assessment of community outcomes over time is conducted every 3-5 years through methods determined by the Center for Community Engagement.

**V. ASSESSMENT METHODS**

Faculty should choose assessment methods appropriate to the course and learning goals. Both direct evidence (based on actual student work) and indirect evidence (based on reports by others, including students or community partners) should be collected. Direct assessment methods can include such assignments as examinations, essays, papers, journals, guided discussions, project artifacts, or portfolios. Tools for assessment of community outcomes (Service-Learning Community Outcomes Assessment) and student reporting (Student Assessment of Service-Learning) are available online at the Center’s website (www.communityengagement.und.edu).

**VI. STUDENT LEARNING GOALS**

Assessment of student learning through academic community service is conducted to provide students, faculty, and other constituents with a systematic review of what
students are learning and how to improve student achievement, the curriculum, instruction, and community benefits. Designated service-learning courses should address at least one goal from Goals 1-3 as well as Goal 4 in addition to any course-specific goals that connect academic knowledge to the service experience. Goal 1 incorporates UND’s Essential Studies goals, making it possible to combine Essential Studies requirements and service-learning. Indicators provide ways to gauge student learning of the goal relevant to the course.

1) Civic Skills – Students are prepared with the skills to participate in the public life of their communities
   a. Students use a variety of thinking and reasoning skills, including civic imagination, in civic contexts,
   b. Students write and speak in civic settings with a sense of purpose and audience,
   c. Students access and evaluate information for civic purposes,
   d. Students understand socio-cultural diversity in its community contexts.

2) Civic Knowledge – Students are able to participate knowledgeably as citizens in public life.
   a. Students apply their knowledge of the community or of matters of public importance to civic contexts,
   b. Students demonstrate their understanding of a citizen’s responsibilities to others, to society, and to the environment,
   c. Students analyze underlying issues and assumptions to help solve public problems,
   d. Students conduct community-based research to benefit communities.

3) Civic Professionalism – Students learn how their fields, professions, or careers can contribute positively to public life.
   a. Students analyze critically how the actions and decisions of professions and professionals impact a community, society, or global context,
   b. Students identify the civic and ethical responsibilities of people in specific fields/careers/professions,
   c. Students apply professional knowledge to address needs and opportunities of communities.

4) Civic Impact – Students improve community well-being through their academic service.
   a. Service addresses a community need or opportunity determined by community members or community partners,
   b. Service involves a reciprocal relationship with community members or partners,
   c. Service provides beneficial results to community members or partners,
   d. Service helps bring the University and its communities closer together.

Reviewed by UND Service Learning Faculty
May 2008
SERVICE-LEARNING ASSESSMENT REPORT

Please complete this report for each course you taught that received service-learning designation from UND’s Service-Learning Program. See the Service-Learning Assessment Plan at www.communityengagement.und.edu. Results are reviewed and summarized by a faculty committee. Contact Lana Rakow, Center Director, with questions (7-2287, lanarakow@mail.und.edu)

Course Number and Name: ___________________________________________   Final Enrollment: __________
Today’s Date: ______________ Semester/Year course Was Offered: _____________________Credit Hours: _____
Your Name: _____________________________________    Email: ____________________________________
Department: _____________________________________   Phone: _____________   Stop#: ________________
Community Partner(s): ________________________________________________________________________

I. Course Information

1) Please provide a brief description of the service-learning project:

2) Average number of service hours per student on the project for the semester: ____hours each by ____ students

3) Indicate Student Learning Goals and relevant indicators assessed:

   ❑ 1) Civic Skills – Students are prepared with the skills to participate in the public life of their communities.
      ❑ a) Students use a variety of thinking and reasoning skills, including civic imagination, in civic contexts,
      ❑ b) Students write and speak in civic settings with a sense of purpose and audience,
      ❑ c) Students access and evaluate information for civic purposes,
      ❑ d) Students understand socio-cultural diversity in its community contexts,
      ❑ e) Other: ___________________________________________________________________

   ❑ 2) Civic Knowledge – Students are able to participate knowledgeably as citizens in public life.
      ❑ a) Students apply their knowledge of the community or of matters of public importance to civic contexts,
      ❑ b) Students demonstrate their understanding of a citizen's responsibilities to others, to society, and to the
          environment,
      ❑ c) Students analyze underlying issues and assumptions to help solve public problems,
      ❑ d) Students conduct community-based research to benefit communities,
      ❑ e) Other: ___________________________________________________________________

   ❑ 3) Civic Professionalism – Students learn how their fields, professions, or careers can contribute positively to public
       life.
      ❑ a) Students analyze critically how the actions and decisions of professions and professionals impact a
          community, society, or global context,
      ❑ b) Students identify the civic and ethical responsibilities of people in specific fields/careers/professions,
      ❑ c) Students apply professional knowledge to address needs and opportunities of communities,
      ❑ d) Other: ___________________________________________________________________

II. Assessment Results

1) Direct assessment methods used (check all that apply):

   ❑ Examinations   ❑ Essays   ❑ Papers
   ❑ Journals       ❑ Guided discussions   ❑ Project artifacts
   ❑ Portfolios     ❑ Other (specify): ____________________________
2) Student Learning Narrative: Please summarize what students were expected to learn related to assessed goals.

3) Student Learning Summary: Please indicate the level of learning for each goal and indicator assessed (from page 1).

<table>
<thead>
<tr>
<th>GOAL</th>
<th>INDICATOR</th>
<th>LEVELS OF ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 - Unacceptable</td>
<td>2 - Marginal</td>
</tr>
<tr>
<td>1 2 3</td>
<td>a b c d e</td>
<td># of students: ___</td>
</tr>
<tr>
<td>1 2 3</td>
<td>a b c d e</td>
<td># of students: ___</td>
</tr>
<tr>
<td>1 2 3</td>
<td>a b c d e</td>
<td># of students: ___</td>
</tr>
<tr>
<td>1 2 3</td>
<td>a b c d e</td>
<td># of students: ___</td>
</tr>
</tbody>
</table>

4) Community Outcomes Report: To assess Student Learning Goal 4, please summarize the community outcomes of the project, indicating evidence of outcomes and drawing on the Service-Learning Community Outcomes Assessment form (available at www.communityengagement.und.edu) completed by your community partner(s). (You may attach the results if you wish.)

5) Student Reports: To indirectly assess student learning, please summarize results of the Student Assessment of Service-Learning form (available at www.communityengagement.und.edu) completed by your students.

III. Closing the Loop

1) What do you intend to change to improve the service-learning experience as a result of this information?

2) Other comments, suggestions, recommendations:

Return completed form to the Center for Community Engagement (ccc@und.nodak.edu) by March 1 for fall courses and Oct. 1 for spring and summer courses.
SERVICE-LEARNING COMMUNITY OUTCOMES ASSESSMENT

Thank you for your participation as a community partner to the following UND course:

UND Course: ____________________________  Semester: Fall ☐  Spring ☐  Summer ☐  Year: 20_______

Service-learning at UND is experiential learning for academic credit that combines community service with student learning. As a community partner in this course, will you please provide your assessment of the process and outcomes of the students’ service?

Your Name: ______________________________________  Your Position: _____________________________
Phone: __________________________________________  Email: _____________________________
Your Organization: ____________________________________________  Date: _________________________

Please indicate your level of agreement with the following statements.

<table>
<thead>
<tr>
<th>1) Community members or community partners determined the need or opportunity addressed by the students’ service.</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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</table>

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<tr>
<th>2) The students’ service involved a reciprocal relationship with community members or partners.</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</table>

<table>
<thead>
<tr>
<th>3) The students’ service provided beneficial results to the community served by our organization.</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
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</table>

Briefly describe how the community served by your organization benefitted from the assistance of service-learning students:

<table>
<thead>
<tr>
<th>4) The students’ service provided beneficial results to our organization.</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

Briefly describe if and how your organization benefitted from the assistance of service-learning students:

<table>
<thead>
<tr>
<th>5) The students’ service helped bring UND and our community closer together.</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<tbody>
<tr>
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</table>

6) Other comments, suggestion, recommendations:

Thank you for your insights. Please return completed form to:

_____________________________________________ (Instructor)
_____________________________________________ (Department)
University of North Dakota – Stop __________
Grand Forks, ND 58202 – __________
(Phone) ___________________________ (Email)
SERVICE-LEARNING DESIGNATED COURSE REQUEST

Please complete this form for each course you are teaching that you would like to be designated as a service-learning course. Please review the Service-Learning Assessment Plan, available on the Center’s website (www.communityengagement.und.edu), before completing this form.

Course Number and Name: __________________________________________________  Expected Enrollment: ______
Today’s Date: ________________ Semester/Year Course Will Be Offered: _____________________ Credit Hours: _____
Your Name: ________________________________________    Email: _______________________________________
Department: ________________________________________   Phone: ______________   Stop#: __________________
Community Partner(s): _______________________________________________________________________________

<table>
<thead>
<tr>
<th>SERVICE-LEARNING CRITERIA</th>
<th>FULFILLMENT OF CRITERIA</th>
</tr>
</thead>
</table>
| 1. Goals – Course content addresses at least one goal from Goals 1-3 and addresses Goal 4. (See the Service-Learning Assessment Plan on the Center’s website for suggested indicators for each goal) 
Indicate at least one goal from Goals 1-3 that course content will address. (Goal 4 is required) | ___ 1) Civic Skills – Students are prepared with the skills to participate in the public life of their communities  
___ 2) Civic Knowledge – Students are able to participate knowledgeably as citizens in public life  
___ 3) Civic Professionalism – Students learn how their fields, professions, or careers can contribute positively to public life  
___ 4) Civic Impact – Students improve community well-being through their academic service |
| 2. Focus – Service-learning is integrated in a significant way (at least ¼ of student effort for the course). It is expected that students will interact with community members or partners as part of the course. | Indicate how much of each student’s effort will involve service-learning. |
| | ___ ½ - ¾ of student effort |
| | ___ Over ¾ of student effort |

*Briefly describe the course’s service-learning component, including community need(s) to be addressed by the service experience:

<table>
<thead>
<tr>
<th>3. Analysis – Students connect academic information with their service experience through critical analysis and reflection.</th>
<th>Indicate which method(s) of critical analysis and reflection will be used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Journal Entries ___ Papers ___ Class Presentation ___ Essays ___ Class Discussion ___ Other:__________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Assessment – The service-learning outcomes selected by the faculty member are assessed and results communicated to the Service-Learning Program.</th>
<th>Indicate which direct assessment method(s) will be used. Goal 4 should be assessed using the “Community Outcomes Assessment” tool from the Center’s website. An indirect assessment tool, “Student Assessment of Service-Learning,” is also available on the Center’s website. Assessment results should be reported to the Center at the end of the semester using the “Service-Learning Assessment Report” form from the Center’s website.</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Examinations ___ Journals ___ Portfolios ___ Essays ___ Guided Discussion ___ Other:__________________ ___ Papers ___ Project Artifacts</td>
<td></td>
</tr>
</tbody>
</table>

*Please include a copy of your syllabus with this form. Highlight the service-learning component on the syllabus. These materials are reviewed by a faculty committee. Designated service-learning courses are posted on the Center’s website and advertised on campus. The list will be compiled by March 1 for fall and summer semesters and October 1 for spring semester. Contact: Lana Rakow, Director, Center for Community Engagement, at 7-2287.

*Return completed form and syllabus to the Center for Community Engagement, cce@und.nodak.edu.
STUDENT ASSESSMENT OF SERVICE-LEARNING

UND would like to better understand the value of service-learning for students. Please fill out this course assessment as honestly as possible. DO NOT write your name on this form. Your responses will only be reported in aggregate. By completing this assessment, you are assisting your instructor and the Service-Learning Program in offering effective service-learning at UND. Thank you!

UND Course Number and Name: ____________________________  Today’s Date: __________________

Semester:  □ Fall          □ Spring          □ Summer          Year: 20__________________________

Service Site or Community Partner: _______________________________________________________________

Your Major: _______________________________________________________________________________

Your College Classification:  □ Freshman  □ Sophomore  □ Junior  □ Senior  □ Graduate

Your Gender:  □ Male  □ Female  Total hours you engaged in your service activity this semester: ______________

Please indicate your level of agreement with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 Strongly Disagree</th>
<th>2 Disagree</th>
<th>3 Neutral</th>
<th>4 Agree</th>
<th>5 Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I am more prepared with skills to participate in the public life of my community.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2) I am better able to participate knowledgeably as a citizen in public life.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3) I have a better understanding of how my field, profession, or career can contribute positively to public life.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4) My academic service helped improve community well-being.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5) Please use the space below to discuss in greater detail what you learned from your service-learning experience:</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please return completed form to your instructor. Thank you for your insights!