

## HIGH-IMPACT SERVICE/COMMUNITY-BASED LEARNING @UND

In these projects, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these projects is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These projects model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

To qualify as a high-impact service/community-based learning activity, the following four required key elements must be present, along with two additional recommended elements.

Key Elements	Required?	Expected Features	Illustrative Examples
<b>Significant investment of time and effort by students</b>	Yes	Service Learning experience will include investment of time for investigating community needs, preparing for service, action, reflection, and evaluation on a single cohesive project, either individually or as part of a group. Significant amount of direct contact service hours (i.e. 10-20 hours if a three-credit class)	Prior to work at a local homeless shelter, students spend multiple class periods studying the social issues that often lead to homelessness, public and private support mechanisms, and the nature of the local homeless population’s demographics. After the field experience a significant number of class periods are spent considering the similarities and differences between the academic considerations related to the topic of homelessness and student observations from their work at the shelter itself.
<b>Periodic, structured opportunities to reflect and integrate learning</b>	Yes	Activities that require students to consider lessons learned from both traditional and experiential elements of the course and integrate them into a broader understanding of an issue	Pre-, mid-, and post-service written and oral reflections that ask students to set goals for their service and reflect on outcomes, in terms of impact on both the community and the student’s growth; discussions of how their class readings will inform their approach at the service site; final paper which asks students to analyze ways their service reinforced or complicated their learning from traditional class activities.
<b>Interactions with faculty, peers, and/or community partners about substantive matters</b>	Yes	Activities that allow students to consider the broader context of their service-learning experience	Discussion of articles which look at the origins of the social problem; guest speakers who offer various perspectives on solutions; a group paper which proposes a creative solution; an advocacy project which pushes for change at the policy level.
<b>Opportunities to discover relevance of learning through real-world applications</b>	Yes	Students are provided with opportunities to understand that the service/community-based learning project connects to a need or issue experienced by or relevant to a community partner, or the learning corresponds to an activity that contributes to the campus, local,	Students in a music course, both through their study of different musical genres and their understanding of the local community, select pieces, rehearse, create a performance space, publicize, and perform at a local cultural event.

		state, regional, national, or international community.	
<b>Performance expectations set at appropriately high levels</b>	Recommended	Performance expectations should reflect a meaningful synthesis between academic knowledge and real-world experiences. Students are prepared to make a positive contribution and display professional behaviors at the service learning site.	Repeated presentations and/or staged writing assignments foster improvement in both oral and written communication; a sophisticated level of analysis, research and/or hands-on experience related to the service learning project; classroom role playing activities are used to prepare for the community-based experience; guest speakers from the community partner addresses the class as a way to orient students to the experience.
<b>Experiences with diversity, wherein students are exposed to people, circumstances, and ideas that differ from those with which they are familiar</b>	Recommended	Opportunities to interact with diverse populations from different backgrounds on or off campus and/or opportunities to apply in-depth knowledge of diversity and cultural competence to contemporary issues.	Service-learning projects interacting with diverse populations or backgrounds that differ from that of students; Reflection component incorporating discussion of larger societal issues (i.e. related to socioeconomic status, oppression, privilege) surrounding diverse populations, including one's own place in society; Public performances where students have an opportunity to interact with a diverse audience.
<b>Frequent, timely, and constructive feedback</b>	Recommended	Students will be provided opportunities throughout the service learning experience to process their progress toward meeting the intended service learning objectives with faculty, students, and the community being served.	Specific check points should be built into the service learning experience through activities such as conversations, writing assignments, and a final reflection assignment – to gather evidence of the student's level of engagement, understanding, and performance throughout the service learning project.
<b>Public demonstration of competence</b>	Recommended	Activities demonstrate reflection, integration, and knowledge regarding the service learning project; activities directly impact a broader (public) audience or the outcome of the activity is delivered in a public venue.	Activities would be at the entity in which service learning occurred  Activity provides entity with useful information that the entity can use to build upon  Activity is professional and representative of the University of North Dakota

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