

## **PART 5:**

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## Appendix A: Student Interest Form

(Adapted from Tufts University)

Name:

Email:

Major:

Date:

Primary Phone:

Year of Graduation:

1. Please list any community experience you have had (e.g. work-study, internships, volunteer work, etc.):

2. What sort of community experience are you interested in having? (e.g. direct service, research, administration, planning, policy development, etc.?)

3. Is there a particular population you would like to work with? (e.g. age, ethnicity, geographic community?)

4. Are you currently a work-study student? Yes \_\_\_\_\_ No \_\_\_\_\_

5. Do you speak a language other than English? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, which language(s)? \_\_\_\_\_

Please indicate level of fluency (low 1 - 5 high):

Speaking \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_

6. Do you have access to a car? Yes \_\_\_\_\_ No \_\_\_\_\_

7. Please list any other skills you have that may be relevant to work in non-profit organizations, city government or school settings (e.g. administrative skills, web maintenance, TA, organizing, etc.):

8. Please rate which content areas and tasks most interest you from most preferred (1) to least preferred (6):

\_\_\_\_\_ Youth Issues and Education

\_\_\_\_\_ Immigrant Rights

\_\_\_\_\_ Economic and Community Development

\_\_\_\_\_ Political Advocacy

\_\_\_\_\_ Arts and Culture

\_\_\_\_\_ Community Health

\_\_\_\_\_ Direct Organizing and Outreach

\_\_\_\_\_ Teaching/Tutoring/Mentoring

\_\_\_\_\_ Websites and Technology

\_\_\_\_\_ Research and Writing

\_\_\_\_\_ Program Design

\_\_\_\_\_ Communications and Writing

9. Why are you interested in community work? How would it contribute to your academic/career plans?

10. How much time can you contribute to this partnership? (Please include weekly and monthly schedules.)

## **Appendix B: Understanding the Community**

*(Adapted from Tufts University)*

*Learn about the community you want to engage in so that you can best understand the constituents you will be working with and become an active member of the community! Be sure to keep yourself current on local news and issues.*

### **General Information:**

- Geographic location and environment:
  
- Current population demographics:
  
- How geography and/or population affects life in this community:

### **Community Assets and Challenges:**

- Community Assets:
  - What type of social services, non-profit organizations and programs are there?
  - What does the community pride itself on?
  
- Community Challenges:
  - How has the community responded to challenges? What progress has been made?
  - What are new challenges, and what are long term challenges?

### **Current University and Community Relationship:**

- What relationships, partnerships and history exist between the University and the community?
  
- Are there any tensions you should be aware of?

### **Brainstorm of Resources to Answer Questions:**

## **Appendix C: Community-Based Learning Final Student Evaluation**

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Agency/Project: \_\_\_\_\_ Supervisor: \_\_\_\_\_

1. Briefly describe the community-based learning projects you were involved in.

2.

a. Approximately how many hours per week did you spend on your community-based learning project? (circle one)

Over 20 hours      16-20 hours      11-15 hours      5-10 hours      Fewer than 5 hours

b. Please estimate the total number of hours for this semester: \_\_\_\_\_

3. Identify the personal accomplishment(s) that you are proudest of in your community-based learning project.

4. What was/were the most difficult thing(s)? (Tell what you learned about the experience)

5. How did your service work complement your course work?

## (Student Evaluation Continued)

6. Please rate yourself on a scale of 1 to 7 on the following:

	<u>Excellent</u>					<u>Poor</u>	
a. My satisfaction with the agency	1	2	3	4	5	6	7
b. My communication with others	1	2	3	4	5	6	7
c. My concern about the service work	1	2	3	4	5	6	7
d. My initiative	1	2	3	4	5	6	7
e. My eagerness to learn from my service experience	1	2	3	4	5	6	7

7. Please rate your experience on a scale of 1 to 7 on the following: **“The community-based learning project I worked on for this course....”**

	<u>Very True true</u>					<u>Not at all</u>	
a. ...enabled me to really know what its like to be a practitioner in this field.	1	2	3	4	5	6	7
b. ...will make a difference to the community/community partner.	1	2	3	4	5	6	7
c. ...made me more aware of problems in the community.	1	2	3	4	5	6	7
d. ...made me more aware of how I can be of service to the community.	1	2	3	4	5	6	7

8. What suggestions do you have to improve the community-based learning component of your course?

9. Additional comments?

**Clark University Community Engagement & Volunteering Center**  
 950 Main Street  
 Worcester, MA 01610  
 (508) 421-3785  
 cev@clarku.edu

## Appendix D: Community-Based Learning Agency Evaluation

Agency Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student(s) Name: \_\_\_\_\_

Professor or University Contact: \_\_\_\_\_

1. Please briefly describe the students' involvement in your organization.
  
  
  
  
  
  
  
  
  
  
2. What were some of the benefits of having Clark service learning students volunteer with you?
  
  
  
  
  
  
  
  
  
  
3. What were some of the challenges?

Please circle the choice that most accurately reflects your agreement with each statement below.

1. Clark students in community-based learning classes have been an asset to our agency/site.  
Strongly Agree      Agree      Disagree      Strongly Disagree
  
2. The community-based learning students were reliable and could be counted on to perform their assigned duties.  
Strongly Agree      Agree      Disagree      Strongly Disagree

## (Agency Evaluation Continued)

3. The amount of time needed to supervise the community-based learning students is often burdensome.

Strongly Agree      Agree      Disagree      Strongly Disagree

4. Our agency/site provided challenging, meaningful, and important tasks for community-based learning students to accomplish.

Strongly agree      Agree      Disagree      Strongly Disagree

5. The students made an impact on our agency's efforts to meet community needs.

Strongly agree      Agree      Disagree      Strongly Disagree

6. We want to have community-based learning students continue to work with our agency/site.

Strongly agree      Agree      Disagree      Strongly Disagree

7. There has been enough communication between the college's community-based learning staff and/or faculty and our agency.

Strongly agree      Agree      Disagree      Strongly Disagree

Please add any additional comments, suggestions, or recommendations, if you have any comments/concerns/praises for particular students please include them here:

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[cev@clarku.edu](mailto:cev@clarku.edu)

## Appendix E: Online Resources

### CLARK RESOURCES

**The Community Engagement and Volunteering Center:** [www.clarku.edu/cev](http://www.clarku.edu/cev)

The Community Engagement and Volunteering (CEV) Center at Clark is the first stop for students, faculty and staff looking to get involved and "Make A Difference" in the Worcester community. On our website you can find information about upcoming events and programs, links to our partner agencies, and coming soon- information geared strictly for faculty!

**The Mosakowski Institute:** [www.clarku.edu/research/mosakowskiinstitute/](http://www.clarku.edu/research/mosakowskiinstitute/)

The mission of the Mosakowski Institute for Public Enterprise at Clark University is to improve through the successful mobilization of use-inspired research the effectiveness of government and other institutions in addressing social concerns. The Institute focuses on important social issues, including education reform, environmental sustainability, access to healthcare, international development, and the welfare of children and families.

### OTHER RESOURCES

**Campus Compact:** [www.compact.org](http://www.compact.org)

Campus Compact is a coalition of nearly 1,100 college and university presidents – representing some 5 million students – who are committed to fulfilling the public purposes of higher education. As the only national association dedicated to this mission, Campus Compact is a leader in building civic engagement into campus and academic life. Through the national office and network of 31 state offices, member institutions receive the training, resources, and advocacy they need to build strong surrounding communities and teach students the skills and values of democracy. Resources for faculty include models of service-learning, syllabi from across disciplines, and faculty development programs that reward community-based work.

**Community-Campus Partnerships for Health:** [www.futurehealth.ucsf.edu](http://www.futurehealth.ucsf.edu)

Their mission is to assist health care professionals, health professions schools, care delivery organizations and public policy makers respond to the challenges of educating and managing a health care workforce capable of improving the health and well being of people and their communities.

**Imagining America:** [www.ia.umich.edu](http://www.ia.umich.edu)

Imagining America is a consortium of over 70 colleges and universities committed to strengthening the public role and democratic purposes of the humanities, arts, and design. They support publicly-engaged academic work in the cultural disciplines and the structural changes in higher education that such work requires. The website includes information on conferences, grants, projects and programs, and research and policy.



**Internet Resources for Participatory Action Research:** [www.goshen.edu/soan/soan96p.html](http://www.goshen.edu/soan/soan96p.html)

These helpful links to online Participatory Action Research resources have been compiled by Goshen College's Sociology and Anthropology department.

**Learn and Serve America:** [www.learnandserve.org](http://www.learnandserve.org)

Learn and Serve America awards Higher Education grants to support campus-based service-learning programs that directly and demonstrably benefit both the community served and the participants who serve. Funds support training, course development, curricular and co-curricular service by students, activities to strengthen the ability of colleges to support student service, and support for community service Federal Work-Study programs.

**Massachusetts Service Alliance:** [www.mass-service.org](http://www.mass-service.org)

The Massachusetts Service Alliance is a private, nonprofit organization that serves as the state commission on community service. The MSA offers a variety of training and networking sessions as well as financially-supported service programs throughout the state.

**National Service-Learning Clearinghouse:** [www.servicelearning.org](http://www.servicelearning.org)

The National Service-Learning Clearinghouse (NSLC), a program of Learn and Serve America, operates America's premier website supporting the service-learning efforts of schools, higher education institutions, communities, and tribal nations. Offered are timely information and relevant resources, thousands of free online resources, the nation's largest library of service-learning materials, national service-learning listservs, and reference and technical assistance services.

**Tufts University Tool Kit:** [www.tuftstoolkit.pbwiki.com/](http://www.tuftstoolkit.pbwiki.com/)

This work-in-progress tool kit has resources for faculty, students, and community partners on service learning and community-based research. They encourage continued input and investments, as the tool kit is always changing.

**Tulane University Center for Public Service:** [www.tulane.edu/cps/](http://www.tulane.edu/cps/)

The Center for Public Service is dedicated to supporting Tulane University's diverse community-based research and service activities as well as serving as an intellectual and physical space for sustained university/community partnerships.

**University of Wisconsin Center for Public Service:** [www.morgridge.wisc.edu](http://www.morgridge.wisc.edu)

The Morgridge Center for Public Service promotes civic engagement, strengthens teaching and learning, and builds collaborative partnerships through public service, service-learning, and community-based research. The Morgridge Center promotes citizenship and learning through service within local, national and global communities.

***“What you hear, you forget;  
What you see, you remember;  
What you do, you know.”***

*-Ancient Chinese Proverb*

## **Appendix F: Books/ Publications:**

*These resources are available for loan in the CEV Office.*

Assessing Service-Learning and Civic Engagement by Gelmon, Holland, Driscoll, Spring and Kerrigan (Campus Compact)

Building Partnerships for Service Learning by Babaray Jacoby

Creating Campus Community: In Search of Ernest Boyer's Legacy

Educating Citizens: Preparing America's Undergraduates For Lives of Moral and Civic Responsibility by Anne Colby, Thomas Ehrlich, Elizabeth Beaumont, Jason Stephens

Educating for Social Justice: A Guide to the Resources compiled by Lynn Cooper, Massachusetts Campus Compact, AmeriCorps/VISTA

Fundamentals of Service Learning Course Construction by Kerrissa Heffernan (2 copies)

Generation at the Crossroads: Apathy and Action on the American Campus by Paul Rogat Loeb

Integrating the First-Year Experience: The Role of First Year Seminars in Learning Communities edited by Jean M. Henscheid

Michigan Journal of Community Service Learning – subscription since 2002

Pedagogy of Freedom: Ethics Democracy, and Civic Courage by Paulo Freire. 1998

Service Learning Across the Disciplines, 21 Volumes published by the American Association of Higher Education

Service-Learning and the First Year Experience: Preparing Students for Personal Success and Civic Responsibility edited by Edward Zlotkowski

The Civically Engaged Reader: A Diverse Collection of Short Provocative Readings on Civic Activity. Edited by Adam Davis and Elizabeth Lynn. The Great Books Foundation. 2006

The Engaged Department Toolkit by Battistoni, Gelmon, Saltmarsh, Wergin and Zlotkowski (Campus Compact)

“The New Student Politics: the Wingspread Statement on Student Civic Engagement” by Sarah E. Long (Providence College undergraduate) for Campus Compact

University + Community: Researching Partnerships by Pew Partnerships for Civic Change

We Make the Road by Walking: Conversations on Education and Social Change. Myles Horton and Paulo Freire. Edited by Brenda Bell, John Gaventa, and John Peters. 1990

When Community Enters the Equation: Enhancing Science, Mathematics and Engineering Education Through Service-Learning by Campus Compact

Working For the Common Good: Concepts and Models for Service-Learning in Management edited by Paul C. Godfrey and Edward T. Grasso

With Service in Mind: Concepts and Models for Service-Learning in Psychology edited by Robert G. Bringle and Donna K. Duffy

Writing the Community: Concepts and Models for Service-Learning in Composition edited by Linda Adler-Kassner, Robert Crooks and Ann Watters

## **Appendix G: Frequently Asked Questions (Faculty)**

### **What is community-based learning?**

Community-based learning is a pedagogy that combines service to the community and learning objectives to benefit both the student and service recipient. Community-based learning is not the same thing as community service or an internship. Unlike these other forms of outreach and experiential education, it attributes equal weight to both service and learning goals.

### **What are the benefits of community-based learning?**

Community-based learning is proven to offer positive effects on students in terms of personal, social, and learning outcomes and improved relationship with their school. Faculty benefit from improved student learning. Communities benefit from service, and both schools and communities benefit from stronger partnerships with the college.

### **Will community-based learning take too much time?**

As with any academic endeavor, planning the logistics of a community-based learning course will take time. Incorporating assistance from the community agency staff and the CEV Center helps in responding to individual students, as well as to unanticipated challenges. Each time you teach a community-based learning course, it will get easier. The amount of preparation time required lessens as community partnerships develop.

### **How do I evaluate students' performance in community-based learning courses?**

Many professors evaluate community-based learning by assigning reflection journals, papers, or presentations that require students to analyze, reflect on, and critique their experience. The type of evaluation differs depending on the course goals and preferences of the professor.

### **Should the community-based learning component be optional?**

Again, this is entirely up to individual professors. Having an optional community-based learning component may be appropriate for courses consisting of first-year students, because classes are typically larger and it would be logistically difficult to coordinate. For upper-level classes with a smaller number of students, professors may want to require community-based learning to enable students to compare and contrast their experiences to course materials and ideas.

### **Where can I turn for help designing a community-based learning course?**

Contact Clark's Community Engagement and Volunteering (CEV) Center at 508-421-3704. The CEV Center can assist you with all facets of community-based learning: brainstorming ideas, connecting with local agencies, sharing teaching tools, and trouble-shooting.

## **Appendix H: Frequently Asked Questions (Students)**

### **What if I have a difficult time arranging transportation to/from my host site?**

Unfortunately, Clark cannot arrange transportation for community-based learning students at this time. Some students arrange carpools or take public transportation to their host sites. If your host site is not within reasonable walking distance, talk with your faculty mentor to find another site which may be easier for you to get to and from which still fits your interests.

### **What should I wear at my host site?**

Use common sense based on the type of work you will be doing with your host organization. If you will be working with children and youth, you may want to dress down. If you are working in a more professional setting, you may want to dress the part. If you are still unsure, ask your supervisor. This is a good question to ask at your orientation or first day with the organization.

### **What if I have to miss a scheduled day/time at my host site?**

Do your best to let your supervisor know as far ahead of time as possible. Try to arrange for a “make-up” time that is convenient for both of you. Keeping communication open is important for a good relationship with your supervisor and host organization.

### **Should I still go to my host site during final exams and reading days?**

This is entirely up to you, your professor, and your host agency. It is helpful to determine a semester or year-long schedule or plan for dates and times you plan to be at your host site. Consult the academic calendar and decide ahead of time if you would like to block off any times you may anticipate needing to study for finals, etc.

### **My host site is asking me to do a lot of clerical work and I don't feel like I'm learning anything. What should I do?**

Please keep in mind that most organizations are over-burdened and under-staffed and everyone needs to pitch in on task that will keep the office running smoothly. But if you spent the majority of time on these tasks, approach your supervisor with ideas about the kinds of work that you would like to be doing. Be proactive! If the issue is still not resolved after such a discussion, see your faculty mentor to discuss the situation.

### **What if I have a problem with my supervisor?**

First try to address your concerns directly with your supervisor in a polite, but confident manner. Making an effort to start a conversation about any concerns you may have is a mature way to handle the situation. Your supervisor may not even realize that anything is wrong. If this does not improve the situation, or you feel uncomfortable going directly to your supervisor, consult your professor and/or teaching assistants for further guidance.

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