

Guide to Service-Learning

# FACULTY



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## **Purpose**

The *Faculty Guide to Service-Learning* is designed to be a reference tool for faculty involved in service-learning. This guide will provide you with necessary resources for your service-learning course.

Service-learning is embedded in CSUCI's mission and defined as a high-impact teaching and learning strategy in which meaningful service addresses a critical societal and/or social justice issue and is a critical component of course curriculum and assessment of student learning. It is characterized by critical reflection and a collaborative partnership among faculty, students, and community, with a focus on both student learning and community impact.

Service-learning benefits student learning by enhancing course material through real-world application. Service-learning can also provide students an opportunity to actively learn more about our community and the larger social, cultural and political issues that make up the world around them, while becoming civically involved, building student leadership skills and forging professional networks. These service-learning experiences and contributions are invaluable to our students' academic and civic education.

If we may be of any assistance to you or your students, please do not hesitate to contact our offices.

### **Contact Information:**

Center for Community Engagement

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## Who Are We?

The Center for Community Engagement (CCE) is the hub of curricular and co-curricular service-learning experiences at CSU Channel Islands. The CCE provides resources and support for faculty engaging in purposeful educational opportunities that serve the community while enhancing student-learning. The following are resources available to faculty incorporating service-learning into their course(s).

- **Faculty Consultations:** The CCE staff is available to discuss community partners, service-learning curriculum and projects, service-learning resources, and more.
- **CSUCI SERVES:** An online database which assists faculty in selecting service-learning community partners and tracking student placements. Faculty can also view student's service-learning placement forms, such as liability waivers and time log entries.
- **Parking Permits:** If you are inviting community partners to present in-class service-learning orientations, CCE staff will arrange parking permits and have them waiting at Placer Hall on the date requested. Parking permits must be requested 48 hours in advance.
- **Service-learning Course Support Fund:** Faculty teaching a service-learning course(s) are eligible to apply for funds to support high impact service-learning practices and projects. Grants are awarded up to \$500 for essential associated costs.
- **Conference Registration:** The CCE will cover conference registration for faculty to attend or present at a service-learning conference. These funds are offered on a first come, first-served basis.
- Please visit the [CCE webpage](#) for more information.



## Mission of the Center for Community Engagement

The CCE supports and promotes high impact service-learning in our communities by cultivating long-term sustainable partnerships that address societal challenges and foster engaged citizenship.

### Service-Learning and the CSUCI Mission

The CSUCI mission statement emphasizes a strong commitment to the community through service-learning: *“Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and **service learning**, and graduates students with multicultural and international perspectives.”*

### Service-Learning @ CSUCI

The CCE uses community engagement as an umbrella term that refers to activities, events, or programs in which CSUCI campus members engage with and in service to our communities, both on and off campus. Educating for community engagement is "enhancing the understanding, the skills, and the motivation that students need to be thoughtful, well-informed, active, and responsible members of their communities." Community engagement encompasses the following overlapping component areas:

At CSUCI, **service-learning** is defined as a high-impact teaching and learning strategy in which meaningful service addresses a critical societal and/or social justice issue and is a critical component of course curriculum and assessment of student learning. It is characterized by critical reflection and a collaborative partnership among faculty, students, and community, with a focus on both student learning and community impact.

High-quality service-learning consists of six essential elements:

- Reciprocal Partnership(s)
- Student Community Involvement Benefits the Common Good
- Academically Relevant Community Involvement
- Civic Learning Goals
- Critical Reflection
- Assessment of Learning

**Community-based research (CBR)** is a form of service-learning that constitutes research conducted by faculty working in collaboration with community partners in some manner to address needs in the community. CBR can be undertaken by faculty, by students, or (most often) through collaborations between faculty and students; it may be in or outside of the context of coursework.

**Co-curricular Service:** Co-curricular service encompasses service activities that take place outside of university coursework. Such service activities assist and engage with the community in some way and, while not associated with any coursework, also link service to broader learning and developmental opportunities.

## **Service-Learning is Not**

- An add-on to an otherwise unaltered academic course. Simply adding a service component to an already existing course with no ties to academic content and no strategies to link service activities with learning outcomes, does not consider the community as a full partner and co-educator, does not ensure that the community will benefit and not be burdened or harmed by the students' service, and precludes the possibility of integrating the service experience with course content and learning outcomes.
- A one or two-time volunteer service event.
- A community service program where the primary focus is on providing a service and the primary or sole beneficiary is the service recipient (e.g., AmeriCorps programs).
- Logging an existing number of service hours in order to graduate.
- A Practicum or Internship intended to provide students with hands-on experience and to develop and socialize students for careers or professions. Such internships emphasize benefits to the student rather than the community. This differs from service-learning internships which are reciprocal in nature emphasizing benefits to both students and the community, promotes civic development/engagement, and are linked to learning outcomes.
- Field Education provides service as a part of a program designed primarily to enhance students' understanding of a field of study.
- Clinical nursing or student teaching hours.

## Potential Benefits of Service-Learning

### Potential Benefits to the Faculty:

- Enriches and enlivens teaching while keeping it academically rigorous.
- Connects the community with the academic mission of the University.
- Provides opportunities to identify new areas for research and publication, thus increasing opportunities for professional recognition and reward.

### Potential Benefits to the Student:

- Takes students out of the classroom and into the community.
- Provides students with “real-life” experiences that support and contribute to academic learning and outcomes.
- Gives students an opportunity to become active citizens; to be part of the political process and participate in problem-solving activities that impact the community.
- Provides students with political, social and professional resources by:
  - broadening perspectives and enhancing critical thinking skills;
  - improving interpersonal and human relations skills;
  - forging professional networks.

### Potential Benefits to the Community Partners:

- Allows community partners to contribute to the education and preparation of the next generation of community leaders, non-profit employees, and public servants.
- Provides networking with colleagues in other organizations and agencies.
- Helps establish access and connections to other resources available at the University.
- Increases volunteer resources.

## Service-Learning Course Design Worksheet

The following worksheet provides a step-by step guide and suggestions to assist in the design of a service-learning course from scratch or revise a current course. What follows is an outline of these steps, along with a few questions to answer along the way.

**STEP 1. Course Learning Outcomes:** Consider how service-learning will help students achieve the desired learning outcomes.

- Identify the desired learning outcomes for the course?
- What desired learning outcomes are best achieved through service-learning? Why?
- What are preferred modalities to address the desired learning outcomes (e.g., research papers, lecture, problem-based learning, class discussions)?

**STEP 2. Service and Civic Outcomes:** Determine how the combination of service and academic content will enable students to achieve the learning outcomes. The service should be relevant to the community and to the content of the academic course, meaningful to the community and to the students, and developed and formulated with the community partner. From the outset of the project, faculty and community partners must have a clear sense of 1) what is to be accomplished, and 2) what is to be learned. These goals should reflect the creative input of both those providing the service and those receiving it. Attention to this important factor of mutuality in the service-learning exchange can help keep the “service” from becoming charity. NOTE: For examples of learning objectives paired with service objectives see [here](#).

- What do you want students to learn as a result of their service?
- Are there specific social issues or populations with whom you would like students to engage?
- What community needs might be impacted by the students in this class?
- What types of service activities support or are appropriate for the learning outcomes?
- What is appropriate for the students’ skill levels, experiences, knowledge of the community and issue/need?

**Type of Service: Will students work in groups, individually, or both?**

- Individual
- Group
- Hybrid of team and individual
- Will students complete a certain number of hours?
- Or will the service be project-based? (this may be determined once you meet with community partners to develop service-learning projects)

**Type of project:**

- Direct: Students go to a community site and work directly with clients at the site. Examples include tutoring or preparing taxes for Veterans.
- Indirect: The service activity occurs onsite but there is no direct contact with the organization’s clients. Examples include monitoring water for Ventura Coastkeepers, developing a website or a publicity campaign for a nonprofit organization.
- Advocacy: Efforts made by students result in eventual changes in the social, political or environmental conditions contributing to community needs.
- Research: Community Based Research



**STEP 3. Reciprocal Community Partnerships:** The CCE focuses on an equity-based partnership model to cultivate deeply rooted community partnerships with over 80 (and growing) mainly non-profit organizations in Ventura and Santa Barbara counties. The [CSUCI SERVES database](#) profiles university-approved partners who serve as co-educators and play an integral role in the service-learning process. Community partners share their community knowledge and expertise, so students are able to:

- connect and contribute to the community
- learn about the larger political and social structures within their community
- develop civic responsibility and strong leadership skills
- examine and challenge their value and belief systems
- build professional networks

It is important to organize the service-learning project(s) in collaboration with the partner and may include: meeting with them to discuss their needs, assets, challenges, goals, and what opportunities are available in their organizations that can be incorporated into a service-learning curriculum.

- ❑ Which organization(s) will you partner with (see [CSUCI SERVES](#)) to develop a service-learning project(s) to support the service outcomes?
- ❑ When meeting with community partners, you and community partners may want to use the following resource: [Guiding Questions for Partnership Meetings](#)

**STEP 4. Preparation/Preservice:** Preparing students to fully engage in service-learning pedagogy, which is often new to them, can help in providing high-quality service that is of genuine benefit to the community and a transformative learning experience for the student. Preparation activities are most effective when they occur in both the classroom and in the community.

- ❑ How will students be prepared for entering and serving in the community? How will community partners be involved in the preparation?
- ❑ How will you help students develop/support skills or behaviors important to the service? This could involve an introduction to the community/geographic area, to the community partner, and to the work that the students will undertake. But beyond such introductory efforts, what preparation is needed?
- ❑ How will you deepen students understanding of the specific community interest/problem or public concern that they are engaged in?
- ❑ What readings, videos, websites, tools, etc. would be helpful to prepare students to serve effectively, inclusively, and respectfully in the community?

**STEP 5: Reflection/Critical Analysis:** The service experience alone does not ensure that either significant learning or effective service will occur. Reflection provides structure for students to derive meaning and knowledge from their service experience; allowing them to connect this new knowledge to their classroom learning. Through discussions with others and individual reflections, students can develop a better sense of social responsibility, advocacy, and active citizenship. This reflective component allows for intellectual growth and development of skills in critical thinking. It is most useful when it is intentional and continuous throughout the experience and semester, and when opportunity for feedback is provided.

- ❑ What ongoing (**pre, mid, and post semester**) reflection techniques will you use (i.e. readings, writing assignments, journals, class discussions, guest speakers, videos, student evaluations, etc.)?
- ❑ How will community partners be included in the reflection piece?
- ❑ See page 13 of the Guidebook for reflection resources.

**STEP 6: Assessment:** Built into the initial design of the service-learning project, assessment is essential so the impact on community, students, and faculty can be measured and reevaluated (with the community partner) for the remainder of the present, and for the next, semester.

- ❑ How will you evaluate or assess the service-learning component and/or product?
  - Demonstration of Skill
  - Site Supervisor Evaluation
  - Assessment of Product(s)
  - Assessment of Written Work
  - Personal Interview
  - Normal Course Assessment
  - Oral Presentation
  - A Combination
  - Others
- ❑ How will students demonstrate their competence in the discipline and a deeper understanding of course content?
- ❑ At what points will you assess learning?
- ❑ What will be the community organization's role in evaluating students' performance at the service site?
- ❑ How will you and the community partner assess the partnership and identify future strategies for improvement?
- ❑ Will there be an end of the year meeting between you and the community partner(s)?

**STEP 7. Service-learning syllabus: Putting it all together!**

Prepare a syllabus detailing rationale for service-learning, students' roles and responsibilities, how the service experience will be assessed, readings, course materials, and reflection activities. Objectives should be explicit in showing students how to relate service experiences and academic course content. Without such direction, many students may not make the connection at all, some will see the connection vaguely, and only a few will see the connection clearly. Please see page 9 of the Guidebook for syllabus resources. Be sure to share your syllabus with the community partner.

## Best Practices for a Service-Learning Syllabus

### Framing the service-learning experience

- Indicate service-learning early on and often. Make service-learning an integral part of the syllabus, weaving discussions of service work, course learning objectives, reflection assignments and community partnerships throughout the document.
- Include a definition of service-learning. Service-learning, as defined by CSUCI policy, is "a high-impact teaching and learning strategy in which meaningful service addresses a critical societal and/or social justice issue and is a critical component of course curriculum and assessment of student learning. It is characterized by critical reflection and a collaborative partnership among faculty, students, and community, with a focus on both student learning and community impact."
- Include a discussion of civic responsibility and why life-long learning is important. This discussion can revolve around your specific discipline or be a general discussion about participation in a healthy democracy.
- Discuss which course objectives students will address through their service work in the community. This requires that community needs are identified and then linked to appropriate course objectives. The syllabus should explicitly tell students how the assigned service work meets course learning objectives and fulfills a need in the community.
- State the number of service hours required of each student. Always delineate direct service hours, or contact hours with the community partner, versus time spent working on reflection and other service-learning assignments. Another model is to require completion of a certain product for the community partner, irrespective of the time it takes to complete. Consider which option is best for your course, students and community partners.
- Carefully consider adjusting the workload of students. It is crucial that service work and related assignments are not an add-on to existing course work, but rather, in place of existing course work. Identify assignments that can be replaced or re-focused. Consider fewer readings, or at least make the readings more closely related to community issues and civic engagement. Replace papers with service-learning reflection journals and writing assignments. If there is a major research assignment in your course, consider integrating the community experience and oral interviews as a major primary source.

### Critical Reflection Assignments

- Students should not be given a grade for the service hours performed. They are given a grade based on the learning that happens because of the service and therefore, the manifestation of that knowledge. In other words, the reflection assignments are the evaluative measure of a service-learning experience.
- Reflection assignments should be structured. When reflection is guided by the instructor, students connect their service work to course content more easily. Clearly define the methods of reflection and remember to use multiple reflective methods, respecting different student learning styles. Consider leading course discussions, creating journal prompts, paper topics, supplemental reading assignments and other methods that ask students to directly relate their service with course content (see [CCE website](#) for reflection resources).

- As with any academic assignment, do not forget the logistics. Include a list of due dates, formatting, and length requirements for each reflection assignment.
- Determine the worth and weight of reflection assignments. Tell students what percentage of their final grade will be represented by reflection assignments and the service-learning project.

### **Community Partnerships**

- Set a due date as to when the community partnerships must be formed and students must start working in the community.
- Involve your community partner(s) in the learning process. They are co-educators in a service-learning context. Invite them to participate in reflection discussions, group presentations, project orientation day at the beginning of the semester, as well as evaluation and assessment effort at the end of the course.
- Educate students (and yourself) as to the realities of the non-profit world. Non-profit personnel tend to be overworked and underpaid. Communication takes time and it's best to make frequent and early contact both by phone and by e-mail. Allow for a reasonable response time. Students should be flexible and respectful in understanding the needs and on-going projects of community partners. There are significant cultural differences between the community and higher academia and all parties should be aware of that. If the instructor selects the community partner(s):
  - Discuss how the selected partners fit with course content.
  - Whether there is one community partner organization or several, include contact, scheduling or location information you discussed with the organization.

*Created by Gail Jessen, AACC Horizons Mentor and Service-Learning Coordinator at the Thayne Center for Service & Learning at Salt Lake Community College, and Sean Brumfield, AACC Horizons Mentor and Instructor of English, Chattahoochee Technical College; adapted in part from "Syllabus Revision Procedures" (Edward Zlotkowski).*

## Preparing Students for Service-Learning

Based on experience and input of community partners, students and faculty, CSUCI service-learning consultant, Dr. Kathleen Rice, has identified critical components of service-learning preparation for students. Designing activities that guide students through these components can better prepare them to fully engage in service-learning pedagogy, which is often new to them. Preparation can also help students provide high quality service that is of genuine benefit to the community. Preparation activities are most effective when they occur in both the classroom and in the community.

Faculty and community partners who engage in these preparation processes themselves are better prepared to guide students through them as well.

### Understanding Service-learning and the Links between Learning and Service Outcomes

- What is service-learning and why is this course utilizing this pedagogy? How will students be prepared for reflecting on their learning and applying it to new experiences?
- What are the course learning outcomes (academic outcomes as well as service/social justice/civic engagement outcomes) and what is their connection to the activities students will be involved with in the community? What additional outcomes does the student have for themselves?
- How will the course content help the student provide effective, quality service?
- What are all the partners' expectations/needs of one another?

### Knowledge and Understanding of Self

Preparation activities that guide students through gaining deeper awareness of themselves can increase their capacity to enter, participate in, and exit communities sensitively, and can lead to deeper learning from the service-learning course. In particular, the following reflection questions can help students recognize what they bring to the community:

- My Assets: What skills, experience, awareness and knowledge do I already have that can help me be of service effectively and help me grasp course content successfully? What do I have to give and share? What is my experience of being served by others?
- My Lenses: Knowing we all have assumptions, attitudes, beliefs, stereotypes, and biases – what are mine that might impact the service experience (even unintentionally)? How can I be aware of my assumptions and not act from them in ways that are harmful to myself or others? What are my feelings and beliefs about service? What do I think people want and need? What assumptions do I have about myself and others based on societal conditioning about age, class, disability, ethnicity, gender, language race, religion, sexual identity, career/job/work status, life situation, etc.? What have I heard or what are my beliefs about the agency, neighborhood, or people I will be working with?
- My Expectations, Motivations, Emotions: What are my expectations of myself, the community partners, faculty, and of the experience? What are my motivations? Why am I involved in service? How might my motivations impact how I engage in service? How do I view myself in relation to community members I will be engaged with? What apprehensions, discomforts might I have? What am I excited about?
- My Social Identities: How am I similar and different from people I will work with in the community, in terms of my identities? What do I need to be aware of and know to work effectively across our differences and similarities? How might my age, class, disability status, ethnicity, gender, language, national identity, race, sexual identity, etc. and the power attached to



them, impact what I bring to the community (assets and challenges)? How might they impact what I value, what is familiar, how I work with the unfamiliar, etc.?

### **Knowledge and Understanding of the Community and of the Service**

What students need to understand

- The community organization, its purpose and vision, the staff;
- The community members who utilize the services;
- The service tasks/projects they will be involved with and the larger context;
- The surrounding neighborhood and larger context (town, city, etc.);
- The local community assets and challenges and how they can best be responsive to them;
- The history between the community, the agency and the higher education institution;
- How can they be of service and be open to being served as well;
- What might others have to teach them in this experience;
- How can they be responsive to what the community needs from me?

## Critical Reflection

Structured critical reflection time is integral to the service-learning pedagogy because it connects and reinforces in-class work and readings, and service-learning experiences. It provides an opportunity for students to think critically about civic experiences, examine and challenge personal values, beliefs, and opinions. It provides a platform for students to ask questions, share ideas and experiences, challenge current solutions to community issues and develop plans to address community needs.

It is important to incorporate structured reflection time so that students develop a deeper understanding of course subject matter outside of the traditional classroom environment. Reflection can promote interpersonal communication, problem solving skills, self-awareness, a sense of civic responsibility, and a sense of belonging.

### Types of Reflection

The sample questions below are meant to provide an idea of how reflection may be structured in a classroom.

#### 1) Group Discussions

In-class group discussions can occur in several small groups or as one large group. Topics can vary but should be structured. If possible, discussions at the site placements can prove equally valuable.

Examples for discussions at the **beginning** of the semester (may be used in journaling assignments as well):

- What is the identified problem/community need?
- How are you going to address that need?
- What are some of your perceptions or beliefs about the population you will be working with?
- What do you hope to gain from this experience?
- Why are you needed?

Examples for discussion **during** the semester (may be used in journaling assignments as well):

- How does your service-learning experience relate to the learning objectives of the course?
- What did you do at the site since the last reflection discussion?
- What did you observe?
- What did you learn?
- How has the experience affected you (how did you feel)?
- What has worked?
- What has not worked?
- What do you think is (will be) the most valuable service you can offer at your site?
- What has been particularly rewarding about your service?
- How could you improve your individual service contribution?
- Have you taken any risks at your service site? If so, what did you do? What were the results?
- What would you change about your service assignment that would make it more meaningful for you or other service-learning students?
- What have you learned about yourself?
- Has your service experience, so far, changed any of your perceptions or beliefs?
- Is there something more you could do to contribute to the solution?

Toward the **end** of the semester (May be used in journaling assignments as well):

- What have you learned about yourself?
- What have you learned about your community?
- What have you contributed to the community site?
- What values, opinions, beliefs have changed?
- What was the most important lesson learned?
- How have you been challenged?
- What impact did you have on the community?
- What should others do about this issue?
- What else can be done to address this issue?

## **2) Journaling**

A journal is a record of meaningful events, thoughts, feelings, interpretations and ideas. The journal will be focused on service experiences and the learning gained from the experience. Journaling offers students an opportunity to practice writing, analyze and articulate their service experience and record and document their progress toward their learning objectives.

Example of a journaling assignment:

- In small groups, or individually, have students conduct a community scan. A community scan allows students to describe the community where they will be working. Have students take a drive or walk around the community and describe what they see. For example, have students take notes of the people (age, gender, ethnicity, etc.), activities and problems (e.g., litter, pollution, graffiti, and homelessness) and where it is located. Count the number of businesses, government agencies, housing units, churches, etc.

After, have students reflect on the following (can be done as an in-class discussion), recording their answers in their journals.

- What have you learned?
- Do you have a different picture of your community than you had before you began your search? Describe before and after pictures. How are they different?
- What are the best things you discovered about your community?
- What new questions do you have?
- What would you like to change about your community?

## **Other Journaling assignments**

- Describe your service-learning project. Include a description of the agency or organization you will be working for (i.e., what is their purpose? How big are they? What is their history? What is their mission? What are their goals?).
- How is your service-learning experience related to the readings, discussions, and lectures in class?
- How does the service-learning experience connect to your long-term goals?
- What new skills have you learned since beginning your service?
- What have you done this week to make a difference?
- What characteristics make a community successful?

- Report a civic experience you have had in the past. Include comments about what type of difference you made to those you served. How did you feel about your service? What if any attitudes or beliefs changed for you as a result of your service?
- Describe what you have learned about yourself as a result of your service.

### **3) Papers**

A final paper or several small papers throughout the semester may be an alternative to journaling or may be a way to organize what has been written in a journal.

Example: Describe the community site where you served, including the site's mission and goals. What were your duties and responsibilities at the site? How has this experience changed your value and belief system? How has your service affected your own sense of civic responsibility? In what ways has your service-learning experience made the course material relevant? Be specific and provide concrete examples. Explain why your service was important to you and the service-learning site.

### **4) Portfolios**

This is a way to present a collection of information obtained throughout the semester. It may include portions of your journal, pictures, community site information, brochures, etc. Portfolios may be used in a formal presentation or to hand in for grading.

### **5) Presentations**

Presentations may or may not be a part of the course. This medium can be used for you to showcase to your class, community site and/or university community your service-learning experience. This can be accomplished in a large group, several small groups, or individually.<sup>1</sup>

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<sup>1</sup>Adapted with permission from Susan Bender, Monroe Community College.

## Faculty Checklist

The semester before the course is offered the faculty member completes the [Community Engaged Learning survey](#) so the class can be designated as service-learning in the course schedule.

### **6-8 weeks before the semester begins:**

- Review community partner profiles found in the [CSUCI SERVES](#) database
- If needed, schedule an appointment with the CCE to:
  - discuss goals, objectives and service-learning logistics for your course.
  - discuss existing community partnerships or potential new community partners.

*NOTE: If you would like to work with an organization that is not registered as an official CSUCI Community Partner, please give the CCE at least 3-6 month's notice prior to the beginning of the semester. Contracts often take 2 months or more to secure.*

- Meet with community partner(s) to judge appropriateness, discuss learning/service objectives, and plan in-class orientations for students.
- Establish what learning and service outcomes you want to meet through service-learning.
- Design a syllabus describing the service-learning project, identifying the community need, linking learning goals to the service-learning project, incorporating reflection exercises and feedback component.
- Schedule time with chosen community partners to give in-class site orientation. *This orientation should include information regarding any risks or special situations at the service site and how to minimize the possibility of any problems.*

### **During the first weeks of the semester:**

- Orient students to course goals and placement sites.
- Invite community partner(s) to present in-class orientations and have students choose which site they will serve.
- Have students register their site placement through the [CSUCI SERVES](#) database and complete the electronic Student Learning Plan and Release of Liability waiver before their site placement is confirmed.
- Set a deadline for service to begin and end.

### **During the semester the faculty member:**

- Discuss the service in class and conduct reflection activities.
- Check in with students regarding placement sites and service:
  - Do they need help logging their placement on CSUCI SERVES? Contact Jennifer Raymond at [jennifer.raymond@csuci.edu](mailto:jennifer.raymond@csuci.edu)
  - Have they completed their placement forms?
  - Have they received an onsite orientation?
  - How many hours have they completed?
  - What challenges are they encountering?



- Contact the community partner(s) at least once – mid-semester to exchange feedback and, if possible, visit the service site(s) to gain first-hand exposure to the experience.

**End of Semester:**

- If possible, invite community partners to class presentations
- Meet with the community partners to discuss strengths and challenges of the project, perhaps inviting them to class as part of a closure project with students.

## NOTES