Mar 28th, 2:00 PM - 2:45 PM

Developing, Implementing, and Assessing Campus-Wide General Education Service-Learning

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DEVELOPING, IMPLEMENTING, AND ASSESSING CAMPUS-WIDE GENERAL EDUCATION SERVICE-LEARNING

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Michael Smuksta, Ph.D., History Department
Denise Lorenz, M.S., Community Engagement Coordinator

Scholarship of Teaching and Learning Conference
March 28th, 2013
Our Goals

- Explain the development of a campus-wide service-learning course in support of the institutional mission.
- Introduce the challenges of creating common learning objectives across disciplines.
- Provide examples of the assessment of student growth in the area of service-learning.
- Suggest ways to integrate curricular materials with co-curricular experiences to support civic engagement.
Overview

- Why did we develop an assessment based General Education model? And what does it look like?
- Where does the Common Good Mission Seminar fit into the General Education program?
- Integration of disciplinary perspectives into mission seminars (examples from 2011-2012 course offerings)
- Role of service-learning coordinator and philosophy of service-learning at Viterbo
- Reflections on knowledge gained from this process
In the tradition of our Catholic, Franciscan heritage and our firm foundation in the Liberal Arts, Viterbo University's general education program prepares students to live and work in our global society, affirm the dignity of all people, embrace a passion for justice, revere the natural world, and nurture a spirit of inquiry and a love of truth.

GE Mission Statement:
Mission Seminar Structure

- 1/3 of the course is common to all course offerings
- 2/3 of the course is disciplinary specific
- Courses are interdisciplinary by design.
- Our committee developed this common third: learning objectives, common assignments and ways of assessment.
Learning and Reflection

Development of Mission Seminar III

- What General Education learning outcomes are met by the Mission Seminar course?
  - What are the student learning objectives?

- What readings/course content are used to achieve the stated objectives?
  - Moodle site has created a learning community

- What assignments were developed to assess student learning?
  - Example rubrics for learning objective assessments
# Proposed GE Program Curriculum Map (draft)

<table>
<thead>
<tr>
<th>Dimensions of Learning</th>
<th>Intellectual and Aesthetic Practices</th>
<th>Ethical Reasoning and Moral Development</th>
<th>Personal and Social Responsibility</th>
<th>Integrative Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>Communication</td>
<td>Critical Thinking</td>
<td>Information Fluency</td>
<td>Creativity &amp; Innovation</td>
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<thead>
<tr>
<th>General Education</th>
<th>Foundations</th>
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<td>Oral Communication</td>
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<td>Theological Inquiry</td>
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<td>Undergraduate Research, Internships, Study Abroad, Field &amp; Clinical Placement, Student Teaching, Peer Tutors &amp; Mentors</td>
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<td>Programs by Student Affairs, Campus Ministry, FAC, Career Services, etc.</td>
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*(N, Novice; A, Apprentice; P, Proficient)*

*The novice level for this learning outcome is a subject of future discussion.*
Student Learning Outcomes for Serving the Common Good

- Students will summarize evidence of change in their attitudes and actions toward taking a servant leadership role to further social justice and the common good.

- Students will process an intercultural experience from multiple perspectives while demonstrating an ability to act in a respectful and supportive manner.
Common Readings for Serving the Common Good

- Paul Loeb, *Soul of a Citizen: Living with Conviction in a Challenging Time* (St. Martin’s Griffin, 2010)


- Other articles and websites on the Common Good
  - “Catholic Social Teaching,”
  - “Themes of Catholic Social Teaching,”
  - Martin Luther King, Jr., “The Drum Major Instinct”
Common Assignments for Serving the Common Good

- Moodle Common Good site with Resources
- Detailed instructions / rubrics / outcome alignment for
  - Journal Entries
  - Final Integrative Reflection Paper
  - Final Presentation
- Standardized format for assignments based on best practices in service-learning pedagogy
Creating a Course from a Disciplinary Perspective

- Creating a Course
- Arranging Service Experiences
- Teaching to Multiple Majors
- Student Experiences
- Lessons Learned
Service-Learning from a Disciplinary Perspective

- Serving the Common Good: The Helping Professions (Social Work)
- Serving the Common Good: The Lakota of the Great Plains (History)
Converting a Course: SOWK 275 Introduction to Practice to Mission Seminar- The Helping Professions

- **Opportunities:**
  - Revise course.
  - Change texts, add readings.
  - Assignments tailored to discipline.
  - Teaching to multiple majors.
Service Learning Activity: Children in Low-Income Diverse Neighborhood

- Boys and Girls Club
- Hamilton Early Learning Center
- Issues: time involved to establish partnership, schedules, criminal background checks, holding students accountable, being a participant with the students, integrating experience with the readings/content
Challenges to Converting A Course

- Service hours were in addition to class contact hours.
- Multiple levels of outcomes in general education and accredited major with practice behaviors and competencies.
- Extensive time to establish and maintain relationships with organization.
- Depth and breadth with discipline focus.
- Additional rubrics.
## Discipline Specific Reading

- National Association of Social Workers Code of Ethics

## Assignments

- All scored with standardized rubrics.
- Reading quizzes, discussion questions (student developed)
- Integrative journals
- Ecomap/genogram paper
- Integrative research/ reflection paper
- Mid term and final content exams
- Attendance and service hours
- Integrative presentation
## Aligning Student Learning Outcomes—e.g., Intercultural Knowledge and Competence

<table>
<thead>
<tr>
<th>Core Curriculum Outcome</th>
<th>Discipline Outcome</th>
<th>Core Competency in Educational Policy Accreditation Standards (Council on Social Work Education)</th>
<th>Assigned Work</th>
</tr>
</thead>
</table>
| Process an intercultural experience from multiple perspectives while demonstrating an ability to act in a respectful and supportive manner. | Identify fundamentals of cultural competence and diversity issues for the social work professional. | 2.1.4 Engage in diversity and difference in practice. 2.1.4 c Gain self awareness of bias. View self as learner and others as informants. | • Class discussion of readings and case studies  
• Weekly reading questions or quizzes  
• Ecomap/Genogram paper  
• Journal Entries  
• Integrative Research Paper  
• Integrative Presentation |
Student Experiences at Boys and Girls Club / Hamilton Early Learning

- Overwhelmingly positive.
- Very challenging for some students.
- Exposure to youth with very different family lives.
- Exposure to poverty and challenges (incarcerated parents, drug abuse, hunger, etc.)
- Eye opening to needs/importance of good structure and discipline in family.
- Students formed relationships that were hard to leave.
- Took much more interest in community surrounding Viterbo.
- Students felt more part of La Crosse community.
Lessons Learned

- Schedule and set up before semester
- Bring agency staff to class and students to centers for tours
- Mid-semester meetings to brainstorm and problem solve.
- Students will need adjustment time—encourage.
- Have a celebration at the end for closure.
Service-Learning from a Disciplinary Perspective

- Serving the Common Good: The Helping Professions (Social Work)
- Serving the Common Good: The Lakota of the Great Plains (History)
Converting a Course History 351-The American West to Mission Seminar 340 - Serving the Common Good: The Lakota of the Great Plains

- Opportunities and Concerns:
  - Prior spring break service trips to the Cheyenne River Youth Project (CRYP) in Eagle Butte, SD [http://www.lakotayouth.org/](http://www.lakotayouth.org/)
  - Expand content on Lakota history
  - Integrating the common good readings, the history reading, and assignments
  - Would the students “bond” as the service trip was a required activity for the course?
Service Learning Activity: Preparing for a Spring Break Immersion Experience

- Preparation: Cheyenne River Reservation
  [http://www.sioux.org/index.php/main/flash](http://www.sioux.org/index.php/main/flash) and

- Student leaders

- Prior to departure “Contemporary Plains Indian Life”
Teaching Multiple Majors: Discipline Specific Reading

- Co-count for Ways of Thinking Historical Analysis
- Other excerpts, articles and websites on the Plains Indians in Blackboard, e.g.,
### Aligning Student Learning Outcomes - Common Good Mission Seminar Outcomes

<table>
<thead>
<tr>
<th>VUSM Outcomes</th>
<th>Lakota of the Great Plains Outcomes</th>
<th>Assigned Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize evidence of change in their attitudes and actions toward taking a servant leadership role to further social justice and the common good.</td>
<td>Define, analyze, and evaluate the meaning of the “common good.”</td>
<td>• Class discussion of primary and secondary sources</td>
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<tr>
<td>Process an intercultural experience from multiple perspectives while demonstrating an ability to act in a respectful and supportive manner.</td>
<td>Define, analyze, and evaluate the meaning of “social justice” on issues related to Plains Indian history.</td>
<td>• Response Papers</td>
</tr>
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<td>• Participate in service learning at the Cheyenne River Youth Project (CRYP) in Eagle Butte, SD.</td>
</tr>
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<td>• Journal Entries</td>
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<td>• Integrative Paper</td>
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<td>• Integrative Presentation</td>
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</tbody>
</table>
Integrating Assignments

- Pre-trip: 2 page response paper to the following question: Based on the reading to date from Gelo, *Indians of the Great Plains*, chapters 4, 5, and 8 and Ostler, *The Lakota and the Black Hills*, chapters 1, 2, and 3, how did the Plains Indians in general and the Lakota specifically define and implement “the common good” up to the mid 1800?

- Post-trip: Oral Presentation of a contemporary Issue related to Plains Indians / Lakotas (e.g., sovereignty, mascots, gaming, health)
Student Experiences at CRYP
Integrating Assignments – the Journals and Final Reflection Paper

- Evening reflection and post-trip reflections
- Two 5-page journals on two of the following topics incorporating CST and “common good”:
  - Interactions with primary and middle school children at the Little Main.
  - Interactions with high school students at the Teen Center.
  - Interactions with seniors at the Senior Center (the Wednesday lunch).
  - Reflections related to the speakers
- Final Integrative Reflection Paper
Integrating Assignments – Student Comments on Their Experiences

- Reservation and the Common Good
- Reservation and Catholic Social Teaching
- Attitudes
  - Privilege
  - Impact
Lessons Learned

- Don’t reinvent the wheel: Excellent resources on the Internet
  - *Soul of a Citizen* discussion guide
  - Marquette University Service Learning Project

- Serving the Common Good Moodle site

- Less is More

- Be creative and flexible
Role of the Community Engagement Coordinator
ROLE OF THE COMMUNITY ENGAGEMENT COORDINATOR
Outline

- “Matchmaker” responsibilities & efforts
- “Keeper of the Data” responsibilities
- Assessment process
- Challenges & lessons learned
Community Engagement Coordinator Responsibilities

- Explore opportunities for student service-learning experiences at a variety of community agencies
- Serve as liaison between community agencies & faculty
- Assist faculty in identifying community resources to enhance their curriculum
- Serve as service-learning resource person on campus
Matching Community Needs with Faculty & Student Needs

- Research, meet and connect with community partners
- Member of Coulee Region Volunteer Coordinators
- Compile and update list of potential community partners
- Receive requests from community partners
- Receive requests from faculty – course focus
- Do classroom presentations – common University-wide understanding of service learning
- Receive requests from students
- Celebration the Common Good – Service Learning Soiree
Community Engagement Coordinator

Responsibilities

- In collaboration with course faculty, develop appropriate evaluation tools to assess the achievement of course objectives related to service-learning
- Maintain files and necessary documentation for student experiences
- Collect data for analysis, evaluation and program improvement
Maintaining Files & Documentation

- Fall Semester – 11 faculty, 13 course sections, 204 students
- Spring Semester – 10 faculty, 10 course sections, 136 students

- Off-campus Activity Waiver & Release Forms
- Medical Information for Off-campus Activities
Collecting Data for Analysis, Evaluation & Program Improvement

- **Pre-Service Inventory** - short, online
- Indirect measure to determine students’ past volunteer service activity and compile list of community partners

**Result**
Student Learning Outcomes

- Students will summarize evidence of change in their attitudes and actions toward taking a servant leadership role to further social justice and the common good.

- Students will process an intercultural experience from multiple perspectives while demonstrating an ability to act in a respectful and supportive manner.
Collecting Data for Analysis, Evaluation & Program Improvement (cont.)

- Post-Survey of Faculty – Indirect Measure
- “In your opinion, did you see evidence of **positive change** in your students' attitudes and actions towards taking a servant leadership role to further social justice and the common good?”

**Evidence of Positive Change**

- Yes: 88.9%
- No: 11.1%
Assessment of Final Integrative Reflection Paper

- Copies of all ungraded papers emailed to Assessment & Institutional Research Director
- Blind random sample selected (1 in 10 papers) Stratified (at least 2 papers per course section)
- Assessment Team formed (6-7 individuals)
- Assessment Team reviews purpose, process and rubric tool
- Assessment Team scores a sample paper together, discusses results, scores another paper separately to verify consistency
- Assessment Team members read and score assigned papers, a 2nd team member reads and scores the paper
## Final Integrative Paper Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mastery (A: 100%-93%)</th>
<th>Apprentice (AB/B: 92%-83%)</th>
<th>Novice (BC/C: 82%-73%)</th>
<th>Baseline (CD, D, &amp; F: 72% &amp; Below)</th>
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</thead>
<tbody>
<tr>
<td><strong>Field Experience</strong></td>
<td>Thorough description of placement</td>
<td>Thorough description of placement</td>
<td>Identifies location and to some extent describes project work</td>
<td>Identifies location, but does not describe project work.</td>
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<tr>
<td>(12 pts)</td>
<td>Thorough explanation of context of situation</td>
<td>Fairly complete explanation of context of situation</td>
<td>Begins to explain the context of the situation</td>
<td>Context of situation was not described.</td>
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<td></td>
<td>Describes time investment</td>
<td>Describes time investment</td>
<td>Describes time investment</td>
<td>Time investment was omitted.</td>
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<td></td>
<td>Provides several (5-7) specific examples of situations that had an impact (12-11.5 pts)</td>
<td>Provides 4 specific examples of situations that had an impact (11-10 pts)</td>
<td>Provides 3 specific examples of situations that had an impact (9.5-9 pts)</td>
<td>Provides 2 or fewer specific example of situation that had an impact (8.5 pts &amp; below)</td>
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<tr>
<td><strong>Articulation of Learning</strong></td>
<td>Fully connects situations &amp; learning</td>
<td>Begins to connect situations &amp; learning</td>
<td>Begins to connect situations &amp; learning</td>
<td>Unable to connect situations &amp; learning.</td>
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<tr>
<td>(12 pts)</td>
<td>Fully incorporates research needed for *contextual factors</td>
<td>Incorporates some research needed for *contextual factors</td>
<td>Limited research provided regarding *contextual factors</td>
<td>Research lacking regarding *contextual factors.</td>
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<td></td>
<td>Explains specific changes of the service recipient thoroughly (12-11.5 pts)</td>
<td>Explains specific changes of the service recipient (11-10 pts)</td>
<td>Provides some examples of specific changes of the service recipient (9.5-9 pts)</td>
<td>Provides some examples of specific changes of the service recipient (8.5 pts &amp; below)</td>
</tr>
<tr>
<td><strong>Analysis &amp; Reflection</strong></td>
<td>Honestly and thoroughly traces the process of understanding different perspectives regarding attitudes &amp; actions toward the service recipient or group worked with</td>
<td>Honestly and thoroughly traces the process of understanding different perspectives regarding attitudes &amp; actions toward the service recipient or group worked with</td>
<td>Traces some of the process of understanding different perspectives regarding attitudes &amp; actions toward the service recipient or group worked with</td>
<td>Traces some of the process of understanding different perspectives regarding attitudes &amp; actions toward the service recipient or group worked with</td>
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<td>(18 pts)</td>
<td>Applies experience &amp; learning to future</td>
<td>Applies experience &amp; learning to future</td>
<td>Applies experience &amp; learning to future</td>
<td>Applies experience &amp; learning to future.</td>
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<td></td>
<td>Explains why situations had a significant impact</td>
<td>Briefly discusses why situations had an impact</td>
<td>Briefly discusses why situations had an impact</td>
<td>Explains to some degree why situations have an impact.</td>
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<td>If negative experience occurred, identifies ways to improve the experience (18-17 pts)</td>
<td>If negative experience occurred, offers some ways to improve the experience (16.5-15 pts)</td>
<td>If negative experience occurred, offers some ways to improve the experience (14.5-13.5 pts)</td>
<td>Unable to identify what might be done differently (13 pts &amp; below)</td>
</tr>
<tr>
<td><strong>Writing Style</strong></td>
<td>Citations &amp; references correctly cited/referenced</td>
<td>Citations &amp; references are correct 90% of the time</td>
<td>Citations &amp; references are correct 85% of the time</td>
<td>Citations &amp; references are poorly cited.</td>
</tr>
<tr>
<td>(8 pts)</td>
<td>95% of the information cited when appropriate &amp; necessary</td>
<td>90% of the information cited when appropriate &amp; necessary</td>
<td>85% of the information cited when appropriate &amp; necessary</td>
<td>Appropriate information is not cited.</td>
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<td></td>
<td>Follows specific writing style per faculty preference</td>
<td>Follows specific writing style per faculty preference</td>
<td>Some difficulty with specific writing style</td>
<td>Difficulty with specific writing style.</td>
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<tr>
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<td>95% of the grammar &amp; 100% spelling is accurate (8-7.5 pts)</td>
<td>90% of the grammar &amp; spelling is accurate (7 pts)</td>
<td>85% of the grammar &amp; spelling is accurate (6.5-6 pts)</td>
<td>85% of the grammar &amp; spelling is accurate (5.5 pts &amp; below)</td>
</tr>
</tbody>
</table>
Assessment Process

- Curriculum Map
- Course Outcomes
- Common Text & Assignments
- Rubrics
- Assessment Team
- Faculty feedback at beginning, middle and end of each semester – suggestions and best practices
- Adjustments/Improvements
Challenges

- Students completing required 25 hours of service or 10 visits
- Tracking student service learning
- Online courses- students in variety of locations
- Background check on International Students
- Collecting information from faculty
- Need for policy development
- Measuring outcomes quantitatively
Viterbo University is a recipient of
Any Questions for Panel?