

Contents

Executive Summary..... 4

Definition, Outcomes and Team..... 5

A Year in Review..... 6

Research and Assessment..... 9

Goals and Timeline..... 10

Next Steps and Recommendations..... 11

Appendix 1- Marketing- Informational Card..... 12

Appendix 2- Service- Learning Faculty Fellows Goals..... 13

Appendix 3- Service-Learning Manual..... 14

Appendix 4- Faculty Assessment..... 34

Appendix 5- Student Pilot Survey..... 36

Appendix 6- Community Based Survey..... 45

Appendix 7- Alternative Spring Break Pre-Post Survey..... 49

Executive Summa

Definition, Outcomes and Team

Definition

Service-Learning (S-L) at Wichita State University is an experiential learning method that integrates community service with instruction and reflection to increase student civic mindedness and build community capacity.

Outcomes

Applied Learning
Engage Diversity
Critical Thinking
Reflection
Community Impact
Student Experience

Service-Learning Team

Advisory Committee

Bethany Bledsoe,
Admissions
Representative

Dr. Kathy Coufal,
Professor & Chair
Communication Sciences
& Disorders

Brandon Johnson,
Executive Director,
Community Operations
Recovery Empowerment
(CORE)

Nick Messing,
Coordinator of Leadership
Development

Tanner Wilson, LAS
Student

A Year in Review

Symposiums- Faculty and Staff Development

September 24- "Introduction to Service-Learning at Wichita State University"

Associate VP Dr. Muma provided history and introduction of team

Service-Learning

March 25- "Introduction to the Service-Learning Manual"

LIU
03/08

Provided an example of the Service-Learning Method via the Alternative
Spring Break trip to Washington D.C. for A10

Presented highlights from the Service-Learning Program Manual for Faculty
and Administrators

obment

o Reflection and Technology were featured topics

Photo Service-Learning Team, March 25, 2015 Symposium

Marketing Development

q

Developed a robust marketing plan including the creation of
PV

Civic Leadership and Service Summit- February 20, 2015

The first Civic Leadership and Service Summit was developed and hosted by Student Involvement- Civic Engagement and co-sponsored by Center for Community Support and Research and the Service-Learning team/ Dr. Muma and Academic Affairs. A keynote panel of community based leaders kicked off the summit, including Brandon Johnson (CORE, Inc.) a member of our S-L Advisory Committee, Matt Jordan (Kansas Leadership Center), Michelle Eastman (Rainbows United) and Becky Springer (The United Way). The panel was noted in post event evaluations as the student attendees' n

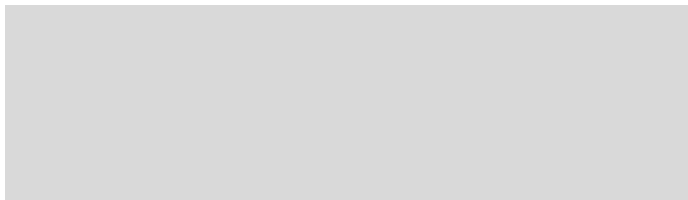
Research and Assessment

Faculty Assessment

The faculty service-learning assessment survey was launched in October of 2014 to gather information from faculty to determine how faculty defined service-learning and whether faculty included a service-learning component in their courses. A total of 910 emails were sent out. Two hundred and ninety-four faculty completed the questionnaire, this resulted in a 32% response rate. Fifty-three percent of the respondents were women and 47% were men. The most shocking finding was that 91% of respondents had not worked with the Student Involvement Office.

Goals and Timeline

	June 2014	July 2014	Aug 2014	Sep 2014	Oct 2014	Nov 2014	Jan 2015	Feb 2015	Mar 2015	Apr 2015
Create S-L Manual	X									
Create a S-L Definition			X							
Create Surveys	X									
Gather Best Practices		X								
Find existing surveys for evaluation		X								
Submit IRB		X								



Next Steps and Recommendations

Next Steps

Launch Community Based Survey.

Creation of marketing brochures for targeted populations

Meet with Service-Learning Advisory Committee in May 2015.

Recommendations

Continue to have the Faculty Fellows, Dr. Lewis and Dr. Grant and Student Involvement point person Chelsea Redger, Assistant Director, Student Involvement and the partnership between Student Affairs and Academic Affairs

Conduct site visits to other schools and programs to learn more about the services and programs offered.

Establishment of a cross-disciplinary Service-Learning Certificate with a focus on experiential and applied learning aligning with the University Strategic Plan. Specifically, work to identify course with a Service-Learning component and attribute course through the registrar.

Develop marketing pieces for Faculty, Students, and Community Based Organizations

uq Create technology transfer application (portal or smart

Appendix 2- Service- Learning Faculty Fellows Goals

Service Learning Faculty Fellow's Goals for 2014-2015

Dr. Natalie Grant, School of Social Work and Dr. Rhonda K. Lewis, Psychology

1. Assessing faculty on existing service-learning efforts on the campus
2. Creating an infrastructure for service-learning at Wichita State University.
3. Gathering service-learning resources to support faculty

sp

A partnership between Academic Affairs
&
Student Involvement, Student Affairs

A Service-Learning Program Manual for Faculty and
Administrators

"An education that teaches you to understand something about the world has done only half of the assignment. The other half is to teach you to do something about making the world a better place" – Johnetta Cole

Wich

Welcome to Service-

Overview

is a tea

Provides opportunities to accommodate different learning styles
Develops connections with people of diverse cultures and lifestyles
Develops meaningful involvement with the loc

Academic standards in a course are based on the challenge that readings, presentations and assignments present to students. These standards ought to be sustained when adding a service component. Though experience-based learning is frequently perceived to be less rigorous than academic learning, especially in scholarly circles, we advise against compromising the level of instructor expectation for student learning. Adding a service component, may enhance the rigor of a course because in addition to having to master the academic material, students must also learn how to learn from a service experience and merge

Pre-service education (social justice issue, population/community served, need)
Service (direct service)
Reflection throughout process (journaling, reflection based group activities)
Re-orientation service (for travel based service)
Final reflection

Refer, Chasa 2012 University of Wisconsin Oshkosh, Service Learning Checklist Method

W Group reflection activities help students to learn from each other and work together to solve problems. Group reflection activities might include exploring global perspectives of the class' service. Students might focus on

Social media is not often considered a platform for education; however there are many ways that faculty can incorporate social media sites such as Facebook, Twitter, Instagram and Pinterest into Service-Learning. There are many suggestions online for teaching and learning through social media and most often faculty will find greater communication with and between students

Faculty can create a class page to discuss topics and get feedback on projects or learning objectives. Students can also create a Facebook page for their Service-Learning project and communicate with one another as well as community members who are interested or part of the project.

Faculty can host a show or podcast, upload videos into a class page, can also be a resource for researching work that has been done in the community or with other community organizations.

Faculty can use social media to connect with other faculty members and share resources. Faculty can also use social media to promote their service-learning projects and attract students to their projects.

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has become a strong method of fundraising and the Service-Learning process is a natural fit. Often students want to fundraise for a particular cause or initiative and the internet offers a viable option for gathering resources for virtually any cause. Online platforms allow creators to solicit donations through social media as well as through other electronic means. Students must understand the ethics of fundraising on behalf of a community partner.

Student Involvement recognizes the power of a helping hand and strives to coordinate the needs of the community with Wichita State University students who are interested in volunteering. We seek to engage students in opportunities within the community that will support their efforts to be productive citizens. The civic engagement umbrella includes:

- Community Service
- Deliberate Dialogue
- Community Partnerships
- Activism
- Philanthropy
- Service-Learning

Wichita State University's Community Service Board is a new student organization that works to address issues of public concern through service and citizenship in the community. Our volunteer events are providing experiences that complement students' academic pursuits, allowing them to engage and develop, helping build a more vibrant campus culture that enhances their journey as Shockers.

The Community Service Board is a student organization with an executive team consisting of a President, Vice-President of Membership, Vice-President of Marketing and 4 Cause Committee Chairs (Hunger, Health, Poverty & Homelessness and Youth Education). The organization plans a variety of



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Engagement-responsibilities to work satisfaction

Experience is not... learning

Interns unpaid

Practical field, or supervised providing submit... guide

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unpaid position... of p

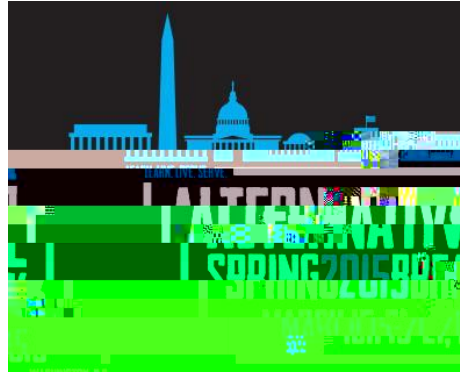
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Appendix 4- Faculty Assessment

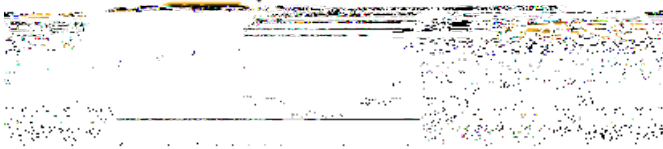
Appendix 5- Student Pilot Survey

Appendix 7- Alternative Spring Break Pre-Post Survey



Alternative Spring Break Pre-Post Assessment

Name:	
Major:	
Year in School:	
Date:	



Introduction to Learning Outcomes

3 DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—SOCIAL RESPONSIBILITY AND CIVIC ENGAGEMENT *

Intro— Student leaders must role model social responsibility at all times but especially when representing the college/university. On and off campus behavior should match the values of the organization and institution leaders represent

Student Leader: Please rate yourself based on each of the statements below

SOCIAL RESPONSIBILITY AND CIVIC ENGAGEMENT

Scale-Level of Agreement

1= Strongly Disagree &

7 = Strongly Agree

Appropriately challenges the unfair, unjust, or uncivil behavior of other
1D

4 DESIRED STUDENT



5 DESIRED STUDENT LEARNING AND DEVELOPMENT OUTCOME—CLARIFIED VALUES

1-10-10 Understanding personal and organizational

COE



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PPOSUN; AFff • 31" • 6wD

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I would be more likely to participate in volunteer/ community service events if I could be part of a group:

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

Nationality

- A. Domestic
 - 1) Wichita Metro-Area
 - 2) Kansas
 - 3) United States, state _____
- B. International
 - 1) Country _____

Current Class Standing

- A. Freshman
- B. Sophomore
- C. Junior
- D. Senior
- E. Graduate

What college are you currently enrolled in?

- A. Business
- B. Education
- C. Engineering
- D. Fine Arts
- E. Health Professions
- F. Liberal Arts and Sciences (includes undecided)

Type of Student

- A. Full-Time
- B. Part-Time
- C. On-Line only

Do you have children?

- A. No
- B. Yes

If yes, what are their age ranges?

- | | |
|----------------------|---------------------|
| € Less than one year | € 10-12 years old |
| € 1-3 years old | € 13-14 years old |
| € 4-6 years old | € 16-18 years old |
| € 7-9 years old | € Over 18 years old |

Are you a first generation college student (student who parent(s) or grandparent(s) have not received a four year college degree)?

- A. ~~Yes~~
- B. No

Is a member of your immed o