Community Partner Service-Learning Handbook

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WELCOME
TO THE BEREA COLLEGE SERVICE-LEARNING PROGRAM

Dear Community Partner,

At the Center for Excellence in Learning through Service (CELTS), we strive to develop collaborative partnerships between Berea College and the community. As we connect Berea College students with community partner organizations through service and service-learning opportunities, we work to develop opportunities that are mutually beneficial to both students and the community.

We value the knowledge provided by our community partners, and we see our community partners as co-educators of our students. We also value the time and energy that our community partners dedicate to working with Berea College students. We hope that the work of Berea College students will be of benefit to your organization, and we appreciate the knowledge, resources, and time you share with them.

This handbook is designed to provide an overview of the service-learning program at Berea College. We hope that it will provide you with some ideas and resources to get started in service-learning or to enhance the service-learning work that you are already doing. As this handbook is just a starting point, we invite you to also use the resources found on our webpage (http://www.berea.edu/celts/servicelearning/). We also encourage you to contact us or faculty members directly to discuss your service-learning ideas and questions.

Thank you for all you do for our community. We look forward to collaborating with you!

Sincerely,

Ashley Cochrane
Director, CELTS
Ashley_cochrane@berea.edu
859-985-3605

CENTER FOR EXCELLENCE IN LEARNING THROUGH SERVICE

What is CELTS?

The Center for Excellence in Learning through Service (CELTS) is the home for student community engagement at Berea College. CELTS coordinates and supports service and service-learning activities for Berea College students in the Berea and Madison County communities, throughout the Appalachian region, and beyond. CELTS programs include community service, service-learning, and Bonner Scholars.

CELTS Mission

The Center for Excellence in Learning through Service (CELTS) educates students for leadership in service and social justice through promotion and coordination of academic service-learning and student-led community service.

CELTS Webpage

The CELTS webpage contains information about service and service-learning programs, as well as links to service-learning resources.

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http://www.berea.edu/celts

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CELTS Staff

Use CELTS, Berea College, CPO 2170, Berea, KY 40404 as the address for all CELTS Staff.

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WHAT IS SERVICE-LEARNING?

Service-learning has been described as "learning by doing," and, at Berea College it is considered a form of "experiential learning" in which students participate in an organized activity that meets identified community needs. In service-learning classes, students work in the community on issues that make education relevant and exciting. Course materials such as lectures and readings improve the quality of service, and in turn, the service experience enhances the classroom dialogue, student understanding, and student learning. Service-learning may take the form of community placements, projects, or community-based research.
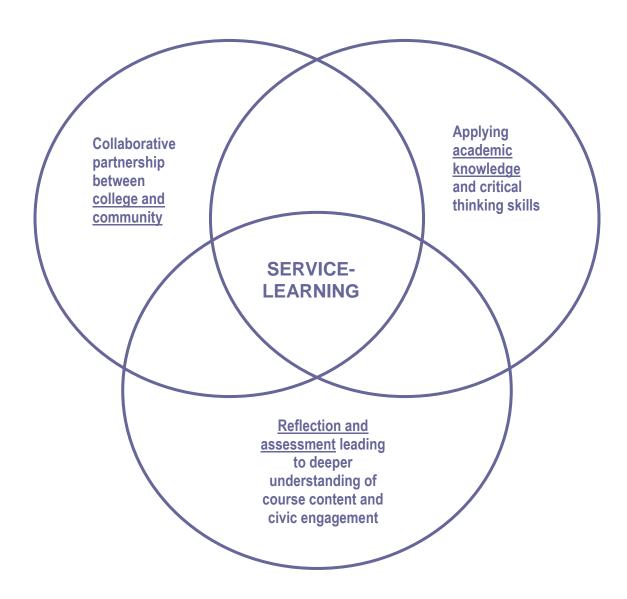
At Berea College, we use the following definition:

> *Service-learning is an educational experience based upon a collaborative partnership between college and community. Learning through service enables students to apply academic knowledge and critical thinking skills to meet genuine community needs. Through reflection and assessment, students gain deeper understanding of course content and the importance of civic engagement.*

An experience must include three necessary components to be considered service learning:

1. <u>A collaborative partnership between college and community</u>. The community organization and the College representatives together identify a project or activity that addresses a community need or contributes to the necessary work of the organization.

2. *<u>Applying academic knowledge and critical thinking skills</u>*. The project or activity is directly related to learning goals that the students are already working to achieve. The project contributes to their understanding and knowledge of academic concepts or skills.

3. <u>Reflection and assessment leading to a deeper understanding of course content and civic engagement</u>. Students participate in a structured reflection or assessment process which facilitates the integration of the service experience and course content.

The diagram below illustrates how these three elements work together to create a service-learning experience:

Collaborative partnership between <u>college and community</u>

Applying <u>academic knowledge</u> and critical thinking skills

SERVICE-LEARNING

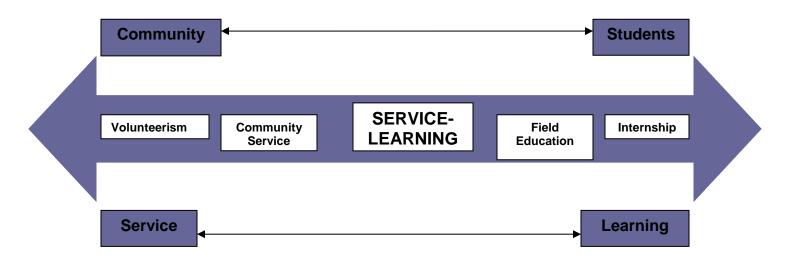**<u>Reflection and assessment</u> leading to deeper understanding of course content and civic engagement**

HOW IS SERVICE-LEARNING DIFFERENT?

Service-learning is different than other community outreach and academic experiences because it attributes equal weight to both <u>service</u> and <u>learning</u> goals.

Think of community outreach activities on a continuum, as illustrated below. At one end, the focus is on the <u>community</u> as the beneficiary of <u>service</u>. On the other end of the continuum, the focus is on the <u>student</u> as the beneficiary of <u>learning</u>. Service-learning differs from:

- <u>Volunteerism</u> and <u>community service</u>, where the primary emphasis is on the service being provided and the benefit of the service activities to the community or recipients.

- <u>Internships</u>, which provide higher-level students with opportunities for service where they can apply concepts and skills from their major field of study, as they develop a substantial project that benefits the community, or <u>field experiences</u>, which provide students with co-curricular service-opportunities that are related to, but not fully integrated with their formal academic studies.

Service-learning places equal emphasis on <u>community</u> and <u>student</u> and on <u>service</u> and <u>learning</u>.

Community					Students
Volunteerism	Community Service	**SERVICE-LEARNING**	Field Education	Internship	
Service					Learning

How are service-learning students different from labor students and student volunteers?

In addition to service-learning partnerships, some community partner organizations may interact with Berea College students through the labor program or student-led volunteer programs. How can you tell the difference?

Students who work with your organization through <u>service-learning</u>:
- are usually doing their service-learning work in connection with an academic course.
- This means that you will usually have contact with the students' professor before you have contact with the students and that you and the professor will develop the service-learning project together.
- Service-learning projects usually last no longer than one term (or semester).
- Often (but not always) students work in groups to accomplish service-learning projects.

Students who work with your organization through the <u>labor program</u>:
- usually have a labor position with your organization.
- Every student at Berea College has a paid labor position, through which they are required to work at least 10 hours per week. Most of these labor positions are on campus at Berea College, but some of them are hosted by community organizations.
- You will probably have contact with the labor department or with the staff of CELTS, who coordinate Bonner Scholars' labor positions with community partners.
- Students usually stay in the same labor position for one full academic year.

Students who work with your organization through a <u>student-led community service program</u>:
- are not required to participate, but are doing so outside of their regular academic coursework and labor position.
- Students may volunteer for a one-day service event, or they may become a long-term, regular volunteer with your organization.
- Students may volunteer with your organization through a student-led service program (example: People Who Care), through their residence hall, or through another on-campus organization (example: Black Cultural Center).

It is important to know whether the students you are working with are service-learning students, labor students, or volunteers. What is required of the students and the community partner organization will be very different for each of these categories. If you are not sure, you can ask the student or ask the Berea College faculty or staff person with whom you've been in contact.

STEPS FOR DEVELOPING AND CARRYING OUT A SERVICE-LEARNING PROJECT

<u>Before the service-learning project:</u>

- **Establish a faculty partner.**

  - If you already know a faculty member with whom you'd like to work, you can contact them directly.

  - If you are not sure who you'd like to work with, contact the CELTS Director, who will help connect you with a faculty member.

- **Develop a service-learning project with your faculty partner.**

  - The project should accomplish two goals:
    - It should help to advance the work of your organization.
    - It should help the students to achieve academic learning goals.

  - As you develop the service-learning project, you and your faculty partner will need to communicate frankly about the needs, goals, and limitations of your organization and about the needs, goals, and limitations related to the faculty partner, the students, and the course.

  - With your faculty partner, negotiate the scope of the service-learning project. In your planning, make sure you cover these topics.
    - Determine length of commitment.
    - Discuss the number of students needed for the project.
    - Develop a schedule and plan for student orientation, including training, background checks, or other preparations.
    - Identify faculty and community partner liaisons.
    - Discuss type and frequency of communication between you and your faculty partner.
    - Provide contact information.
    - Discuss expected time commitments for all involved (students, community partner, faculty).
    - Determine important dates. It may be helpful to develop a timeline.
    - Clarify final product(s) to be completed by the students.
    - Your faculty partner should provide you with an orientation to the course and course learning goals, as well as with the course syllabus.
    - Discuss the evaluation process.

  - Determine whether there will be costs related to the service-learning project, and decide with your faculty partner who will be responsible for those costs.
    - Generally, service-learning courses have limited funds available to support expenses.
    - If the faculty member does have departmental or other funds, or if your organization has funds available, you are encouraged to use these funds.

- CELTS may have support grants available to help cover costs of service-learning projects. Check the CELTS service-learning webpage (http://www.berea.edu/celts/servicelearning/default.asp) or contact the CELTS Director to inquire about these grants. The application form will need to be completed jointly by you and your faculty partner.

During the service-learning project:

- **Provide an orientation to your organization for the service-learning students.**

  - Your faculty partner will be responsible for providing an orientation to the course, but you are the expert on your organization and the work that you do. It will be important for students to have a basic understanding of:
    - The mission and work of your organization
    - The issues and/or client population with which you work
    - Any background check, behavior, dress, or confidentiality requirements that you have for the students

  - Along with your faculty partner, make sure that:
    - The students have an understanding of how the service-learning project relates to the learning goals of the course
    - Each student has a specific task, role or piece of the project

- **Along with your faculty partner and the service-learning students, complete a service-learning project agreement (see Appendix for an example).**

- **Throughout the service-learning project, maintain clear and honest communication with the faculty partner and students.**

  - Check in throughout the duration of the project to make sure that everyone is "on the same page" as the project develops.

  - If problems or challenges arise, address them with the students and faculty member so that they can be resolved.

After the service-learning project:

- **Complete the service-learning project evaluation (see Appendix for an example).**

- **Communicate directly with the faculty member about any lingering issues or loose ends.**

- **Notify the CELTS Director if you are interested in participating in another service-learning project.**

GUIDELINES FOR COMMUNITY PARTNERS WORKING WITH BEREA COLLEGE STUDENTS

All partners are teachers and learners.
A basic assumption of service-learning is that all partners – faculty, students and community partners – are considered teachers and learners. As a community partner, you have knowledge and expertise in your field and in the organization for which you work. You are considered a co-educator, and we assume that the students and your faculty partner will learn <u>from</u> you. Hopefully, the service-learning experience will also be a learning experience <u>for</u> you, as you collaborate with a faculty partner to provide a service and learning experience for students in the context of your organization and the course.

Professional relationships are encouraged.
Service-learning students are usually informed that they will be working with professionals to address real and vital issues in our community. They are encouraged to approach their service-learning project with professionalism, respect and sincerity. They are also informed that they are expected to comply with any requirements of your organization regarding background checks, behavior, dress or confidentiality. As mentioned previously, it is your responsibility to share these requirements with the faculty member and service-learning students.

All must comply with the Berea College Non-Discrimination Policy.
These policies are found in the Berea College Student Handbook and are printed in the Appendix of this manual.

Be aware of differing schedules.
A frequent challenge of service-learning projects is finding a common time when all the participants can meet. Community partners are very busy, and Berea College students also tend to have full schedules. In addition to their course meeting times and homework, all Berea College students work between 10-20 hours per week in a labor position. Many students are also involved in extracurricular activities. We encourage service-learning students to remember that community partner organizations do not run on a college academic calendar and that the time of community partners should be respected. Additionally, it may be helpful for you to be aware of the Berea College academic calendar (https://www.berea.edu/registrar/academic-calendar/).

GUIDELINES FOR COMMUNITY PARTNERS WORKING WITH BEREA COLLEGE FACULTY

Each service-learning course is different, and the relationship between each faculty partner and community partner is different. For these reasons, clear, honest, and on-going communication is key to the success of a service-learning partnership.

In the section on how to develop and carry out a service-learning partnership, we already suggested many of the issues that you and your faculty partner should discuss. Some additional items that vary among faculty partners: whether the community partner is asked for feedback regarding the grading of students; whether the community partner is asked to come to the classroom to speak with students; and whether the community partner is asked to participate in reflection activities. As a community partner, you should feel comfortable bringing up these issues with your faculty partner.

If you have a problem with or a concern regarding a particular student or students, please contact the faculty partner. Maintaining open communication and addressing potential problems early on will lead to a more productive and satisfying service-learning partnership for everyone involved.

You are also welcome to share your service-learning ideas, questions and concerns with the CELTS Director.

CELTS SERVICE-LEARNING
PROGRAMS AND RESOURCES

In addition to the resources found in this handbook, CELTS offers other service-learning resources, including:

- **Service-Learning Support Grants**
  - CELTS regularly offers support grants to help faculty and community partners cover the extra expenses that sometimes arise during service-learning projects. See the CELTS service-learning webpage for information about support grants that are currently available.

- **Service-Learning Workshops**
  - CELTS regularly offers service-learning workshops. Some of the workshops feature national leaders in service-learning, while others feature our own faculty, community partners, staff and students who are experienced in service-learning. All of our service-learning workshops are designed to provide opportunities to share ideas and information, improve communication, and learn more about best practices in service-learning. Check the CELTS service-learning webpage or contact the CELTS Director for dates of upcoming workshops.

- **Service-Learning Resource Library**
  - The Service-Learning Resource Library contains books, journals, and manuals all focused on service-learning. You can search for these resources through the Berea College Hutchins Library BANC database, and you can use the resources in the CELTS library. The resources are not available for circulation.

- **Learning through Service Expo**
  - At the end of each semester, CELTS hosts a Learning through Service Expo, which is an event that highlights the work of the service-learning partnerships that have taken place during that term. Students, community partners and faculty are encouraged to present information about their project and to share what they have done and learned with participants at the event. The Expo is open to the campus and broader community.

- **Seminars in Service-Learning**
  - The service-learning staff lead intensive service-learning seminars for faculty and community partners. Both seminars are designed to deepen knowledge of service-learning theory and practice. The faculty seminar is designed to help faculty create the service-learning components of a course that they plan to teach in the near future. The community partner seminar is designed to help community partners design service-learning projects.

Information about these and other resources can be found at the CELTS Service-Learning webpage: http://www.berea.edu/celts/service-learning/.

APPENDIX AND RESOURCES

Service-Learning Courses
Berea College 2019 - 20 Academic Year

Courses followed by (SL - ALE) were designated as service-learning courses that fulfilled the Active Learning Experience (ALE) requirement of the General Education Program.

FALL TERM 2019

CFS 221 Fundamentals of Nutrition (SL - ALE)
Faculty: Karina Christopher
Community Partner Organization: Berea Community Food Bank, a program of Berea Faith Community Outreach; and Berea Community School (BCS) Family Resource Youth Service Center (FRYSC)
Service-Learning Project: Students explored and identified factors that contribute to food insecurity in Madison County, Kentucky, by visiting Berea Community Food Bank and listening to Berea Community School's FRYSC staff. At the visit to the Food Bank they were able to meet volunteers and ask questions about food donations and community needs related to hunger. The students also created basic nutritional education flyers to be put in BCS students' "backpacks" with Friday food bags.

COM 302 Organizational Communication (SL - ALE)
Faculty: Laura Seroka
Community Partner Organization: Mountain Association, formerly Mountain Association for Community Economic Development (MACED)
Service-Learning Project: Students conducted focus groups related to an audit of the organization's communication and brand, as well as analysis of MACED website and outreach materials. This process resulted in re-branding and new communication strategies for the organization.

ENG 282 Writing What You Don't Know (SL - ALE)
Faculty: Jacinda Townsend
Community Partner Organization: New Opportunity School for Women (NOSW)
Service-Learning Project: Students collaborated on a writing project with NOSW participants, during which the participants were provided with opportunities to tell and write their own stories.

HHP 244 Physical Education Activities for the Elementary Child (SL - ALE)
Faculty: Michelle Thornton-Adler
Community Partner Organization: Berea Community Elementary School
Service-Learning Project: Children from Berea Community Elementary School visited the Berea College campus, where HHP students led interactive, educational sessions on a variety of health topics that were identified by BCES faculty and staff as important health and physical education topics for the children to explore.

PHY 111 Introduction to Astronomy (SL - ALE)
Faculty: Tracy Hodge
Community Partner Organization: Scout Troups; Forestry Outreach Center; Madison County Public Library – Berea Branch
Service-Learning Project: Students hosted "Star Parties" and other interactive educational events for local Girl Scout and Boy Scout troops and in collaboration with the Madison County Public Library, to

share information about the night sky and to provide community access to telescopes and stargazing equipment.

REL 286 Christian Spirituality and Discipleship (SL - ALE)
Faculty: Mary Reginald Anibueze
Community Partner Organization: Berea Community Food Bank, a program of Berea Faith Community Outreach
Service-Learning Project: Throughout the semester, students participated in activities at the Berea Community Food Bank to support the smooth running and operation of the Food Bank.

SPN 310 Spanish Composition and Hispanic Outreach Program (HOP) (SL - ALE)
Faculty: Fred de Rosset
Student Coordinators: Yesenia Soriano (Program Manager); Maria Delgado-Torres; Alejandra Hernandez-Diaz; Gabby Rodriguez; Elvia Rojas; Maribel Vergera
Community Partner Organizations: Berea Community Middle School; Berea College Child Development Laboratory; Madison County Public Library – Berea Branch
Service-Learning Project: Students collaborated with partners to provide services that build bridges between Spanish-speaking and English-speaking communities, including English Language Learner (ELL) tutoring, Spanish classes for English speakers (children and adults), translation services, and educational programs about Spanish-speaking cultures.

THR 486 Senior Theatre Seminar
Faculty: Adanma Barton
Community Partner Organization: Madison County Public Library – Berea Branch
Service-Learning Project: Students developed an interactive performance, designed to include children in an accessible theatre experience; the performance was offered at the Berea Branch of the Madison County Public Library.

Some additional courses with service-learning and civic engagement: **GST Models and Mentors,** faculty, Jose Pimienta Bey; **SOC/PSJ 286 Civic Sociology,** faculty, Andrea Woodward; **TAD Design and Production in Woods,** faculty, Gary Mahoney.

SPRING TERM 2020*

*The Spring 2020 Semester changed abruptly in mid-March, when all in-person instructional activities ended, as a result of safety measures made in response to the COVID-19 pandemic. Some service-learning collaborations continued in a remote format, and some collaborations ended when in-person instructional activities ended.

CFS 245 Community Resources for Families (SL-ALE)
Faculty: Pat Dillon
Community Partner Organization: Berea Home Village; Madison County Health Department, Berea; Madison County Public Library, Berea Branch
Service-Learning Project: Students planned to work in small groups to conduct projects in collaboration with three different community-based organizations; the projects ended in mid-March, just as they were getting underway. The students completed a reflection assignment, through which they considered the current and future impact of COVID-19 on the community partner organizations and people they serve.

CSC 330 Database Systems (SL - ALE)
Faculty: Scott Heggen and Jasmine Jones
Community Partner Organizations: GFWC Berea Women's Club; Grow Appalachia; Hope's Wings Domestic Violence Program; Loyal Jones Appalachian Center (LJAC); Meadowhouse Studios; Sustainable Berea
Service-Learning Project: Students designed and built a web-enabled database system for each of the community partner organizations to help them manage their information and work more efficiently.

CSC 497A: Augmented Reality Team Initiated Study (SL - ALE)
Faculty: Jason Cohen
Community Partner Organizations: Pine Mountain Settlement School
Service-Learning Project: Students used tools and techniques in Augmented Reality to build a virtual tour of the Pine Mountain Settlement School (PMSS), which will be used by the school. The content for the tour was designed in collaboration with PMSS, and archival materials from the PMSS collections were used to show the deep historical roots and civic purposes that this place has served for the local community and surrounding region.

COM 315 Public Relations (SL - ALE)
Faculty: Laura Seroka
Community Partner Organizations: TLC Animal Refuge
Service-Learning Project: Students collaborated with TLC Animal Refuge a 501(c)3 volunteer-driven, foster-based organization for rescuing and placing cats and dogs in homes. TLC requested help with public outreach to find/develop new animal foster homes so they can increase their animal intake. Students developed strategies for finding/retaining foster homes and made recommendations to TLC. Once they get client approval, they will execute their ideas and trial their new public outreach strategy. Finally, they will evaluate how well it worked and present their findings/future recommendations to the client.

HHP 280 Adapted Physical Education (SL - ALE)
Faculty: Louisa Summers and Melody Srsic
Community Partner Organizations: Berea Community School: Elementary, Middle, and High School Special Education Program
Service-Learning Project: HHP Students implemented a Motor Fitness Clinic at Berea College for Berea Community School students in grades K-12 who are part of the Special Education Program. Students planned, wrote, and implemented developmentally appropriate and lesson plans (also demonstrating progression) for their participants related to motor skill acquisition and physical fitness development, demonstrating progression and incorporating feedback from the community partner teachers.

SPN 310 Spanish Composition and Hispanic Outreach Program (HOP) (SL - ALE)
Faculty: Fred de Rosset
Student Coordinators: Yesenia Soriano (Program Manager); Maria Delgado-Torres; Alejandra Hernandez-Diaz; Gabby Rodriguez; Elvia Rojas; Maribel Vergera
Community Partner Organizations: Berea Community Middle School; Berea College Child Development Laboratory; Madison County Public Library – Berea Branch
Service-Learning Project: Students collaborated with partners to provide services that build bridges between Spanish-speaking and English-speaking communities, including English Language Learner (ELL) tutoring, Spanish classes for English speakers (children and adults), translation services, and educational programs about Spanish-speaking cultures.

Some additional courses with service-learning and civic engagement: **CFS 286: Nature Education & Young Children,** faculty, Neil Mecham; **TAD 140: Design and Production in Woods,** faculty, Gary Mahoney.

SUMMER TERM 2020

PSJ 100 Fundamentals of Peace and Social Justice
Faculty: Meta Mendel-Reyes
Community Partner Organizations: TeamBerea and its member organizations
Service-Learning Project: Students interviewed participants in TeamBerea, a local network of schools, non-profit, health, and governmental organizations that began meeting during spring 2020 to share resources and ideas about how to most effectively support the Berea community and community members during the global pandemic. Information about best practices was shared with each interviewee for use in their organization. Like the course, the service-learning project was conducted remotely; the interviews were conducted on Zoom (most), calls, and email.

Center for Excellence in Learning through Service (CELTS)
Berea College ● CPO 2170 ● Berea, KY 40404
Phone: (859) 985-3605
www.berea.edu/celts/servicelearning

Service-Learning Plan and Agreement Form

Service-learning is an educational experience based upon a <u>collaborative partnership</u> between college and community. Learning through service enables students to <u>apply academic knowledge and critical thinking skills</u> to meet genuine community needs. Through <u>reflection and assessment</u>, students gain deeper understanding of course content and the importance of civic engagement.

Course Title and Number:

Faculty Contact Information:

Faculty name:

Faculty contact number(s):

Faculty email:

Faculty office hours:

What is the best way to reach the faculty member? When?

Community Partner Contact Information:

Organization name:

Community Partner contact person name:

Community Partner contact person number(s):

Community Partner contact person email:

What is the best way to reach the community partner? When?

Student Contact Information:

Note: if this is a group project, please use additional space to list the contact information for all students in the group. If one student will be the main contact with the community partner, please identify that student.

Student's name:

Student's contact number(s):

Student's email:

What is the best way to reach the student? When?

All partners – faculty, students, and community partners – should be aware of the answers to each of these questions. However, it may make more sense for each partner to answer the questions as indicated. The questions should be completed using as much additional space as needed.

Questions for Community Partner:
1. Has the community partner received a copy of the course syllabus?___ Yes __ No

2. Describe the training, orientation, and supervision that the community partner will provide for the student(s).

3. List any particular guidelines (i.e., behavior, dress, confidentiality) that the student should know about the community partner organization.

Questions for the Student(s):
4. In a short paragraph, please describe the service-learning project. If a specific product or outcome is a goal, please identify and describe it (i.e., a brochure, a community presentation, a summary report).

5. What academic knowledge or skills will the student(s) use as they participate in this project? (You can also list course objectives that will be achieved by the service-learning project in this space.)

6. Describe the reflection activities that will connect the service-learning project with academic learning objectives. Identify how students, community partners and faculty will be involved in these reflection activities.

7. Please provide a timeline of tasks related to the service-learning project, including estimated completion dates. For each student, list responsibilities and tasks related to the service-learning project.

Questions for the Faculty:
8. Describe the communication with the community partner and the supervision of the student that the faculty will provide during the service-learning project.

This Service-Learning Project Agreement acknowledges the agreement among the student(s), community partner, and course instructor about the objectives, processes, and responsibilities related to this project. This Agreement will be the baseline for evaluating the student's completion of the Service-Learning Project requirement of the course. This Agreement may be amended, if all parties agree.

_____   _____
Student Signature   **Date**

_____   _____
Community Partner Signature   **Date**

_____   _____
Faculty Signature   **Date**

Community Partner Service-Learning Project Evaluation Form

Service-learning is an educational experience based upon a <u>collaborative partnership</u> between college and community. Learning through service enables students to <u>apply academic knowledge and critical thinking skills</u> to meet genuine community needs. Through <u>reflection and assessment</u>, students gain deeper understanding of course content and the importance of civic engagement.

Thank you for your participation in a service-learning project. Thank you also for taking the time to fill out this evaluation form. The first section of the form asks for your feedback regarding the performance of the students who worked with you. The second section asks for your overall feedback on the service-learning project. Please be honest in your responses, as your comments will be used to improve future service-learning projects. Additionally, please note that your evaluations of the students will not be the sole factor in determining the students' grades. Your feedback is important!

Name: _____ **Date:** _____

Organization: _____

Mailing Address: _____

Phone: _____ **Email Address:** _____

Course Title and Number: _____

EVALUATION OF STUDENT PERFORMANCE

Please rate the performance of the student team in the following areas:

	Excellent	Good	Average	Poor	Very Poor	N/A	Comments
a. Dependability	□	□	□	□	□	□	
b. Planning/Organization	□	□	□	□	□	□	
c. Professional Interactions	□	□	□	□	□	□	
d. Communication Skills	□	□	□	□	□	□	
e. Initiative/Responsibility	□	□	□	□	□	□	
f. Creative/Innovative Ideas	□	□	□	□	□	□	
g. Overall Quality of Project	□	□	□	□	□	□	

Please rate your overall satisfaction level with the performance of the student team (circle one):
   a. **Far exceeded your expectations**
   b. **Exceeded your expectations**
   c. **Met your expectations**
   d. **Just about met your expectations**
   e. **Was far below your expectations**

List the team's strengths.

List the team's weaknesses and suggested improvements.

Rate Each Team Member's Overall Quality of Work:

	Excellent	Good	Average	Poor	Very Poor	N/A	Comments
Name: _____ _____	☐	☐	☐	☐	☐	☐	
Name: _____ _____	☐	☐	☐	☐	☐	☐	
Name: _____ _____	☐	☐	☐	☐	☐	☐	
Name: _____ _____	☐	☐	☐	☐	☐	☐	

Additional comments about Individual Team Member's Efforts:

EVALUATION OF SERVICE-LEARNING PROJECT

1. **Was there adequate preparation and planning for the service-learning project?**
   _____ Too much   _____ Just enough   _____ Too little

2. **Was there adequate communication among the students, faculty member, and yourself?**
   _____ Too much   _____ Just enough   _____ Too little

3. **Please list any aspects of this service-learning project that went particularly well.**

4. **Please describe any benefits to your organization that resulted from this service-learning project.**

5. **Please list any aspects of this service-learning project that did not go well, or that were particularly challenging.**

6. **If you were to participate in this service-learning project again,**
   a. **What would you do differently?**

   b. **What would you suggest that the faculty member, students, or service-learning staff do differently?**

7. **Are you interested in participating in another service-learning project in the future? _____ Yes   _____ No**

8. **Describe any potential service-learning project ideas, specifying when you would like them to take place.**

9. **Please share additional comments or feedback here. You are also welcome to contact the faculty member or Ashley Cochrane, Director of the Center for Excellence in Learning through Service (CELTS) (859-985-3605), if you would like to have a debriefing meeting.**

This form is based on similar evaluation forms created by Debbi Brock and other service-learning faculty. Thank you!

BEREA COLLEGE NON-DISCRIMINATION POLICY

It is the policy of Berea College not to discriminate on the basis of race, color, religion, national origin, ethnicity, age, sex, physical or mental disability, pregnancy status, marital status, sexual orientation, gender identity, genetic information or covered veteran's status in its admissions policies and all of its programs, activities or employment practices. This policy is intended to comply with the requirements of Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, regulations of the Internal Revenue Service, and all other applicable federal, state and local statutes, ordinances and regulations.

Approved by the General Faculty Assembly (December 2015) and the Board of Trustees (April 2016).

The following persons have been designated to handle inquiries regarding the nondiscrimination policies:

Title: Vice President for Diversity and Inclusion
Name: Linda Strong-Leek
Address: CPO 2204
Telephone No.: 859-985-3205

Title: Title IX Coordinator and ADA Coordinator
Name: Josyln Glover
Address: CPO 2075
Telephone No.: 859-985-3606

This policy is available online at www.berea.edu in the faculty manual, student handbook, and employee handbook.