Service-Learning and Community Service Manual

Hesston College

Office of Service-Learning
Bible and Ministry Center in the Kropf Center, room 144
Russ Gaeddert, Service Coordinator
Table of Contents

Introduction .................................................................................................................. 3
Hesston College Mission, Vision, Values and Learning Outcomes .................................. 4
Service-Learning Mission Statement ............................................................................... 6
Definition of Service-Learning and Community Service .................................................. 6
Benefits of Service-Learning and Community Service .................................................... 7
Service-Learning and Community Service at Hesston College ........................................ 9
Finding the Right Service Opportunity for You ................................................................ 10
Orientation for Service .................................................................................................... 10
Examples of Service-Learning across the Disciplines .................................................... 12
Types of Service-Learning ............................................................................................... 14
Integrating Service-Learning into the Syllabus ................................................................ 14
Ideas for Reflection Activities .......................................................................................... 15
Guidelines for Community Service .................................................................................. 17
Community Partners ........................................................................................................ 17
Characteristics of Effective Service Programs ............................................................... 18
Resources .......................................................................................................................... 19
Hesston College Service Project Details for Students .................................................... 21
Hesston College Project Evaluation for Community Partner ............................................ 22
Hesston College Student Service Project Evaluation Form .......................................... 23
Hesston College Student Service Transcript .................................................................... 24
Introduction

Serving others is what we are about here at Hesston College. The Hesston College (HC) mission statement calls us to “integrate thought, life and faith for service to others in the church and the world.” One of the HC learning outcomes is to develop “persons of individual and social responsibility through civic knowledge, engagement and service on the local and global level.” Jesus said, “If anyone wants to be first, he must be the very last, and the servant of all.” (Mark 9:35)

Service-learning is when students participate in an organized service activity through an HC course, which meets both identified community needs and course objectives. This is followed up by reflection activities that help students gain a further understanding of the course content.

Community service involves helping people in the community in a variety of ways, and is not directly linked to academic content.

Service-learning and community service at Hesston College involves:

1. Students engaging in service-learning activities through HC courses. The instructors in these courses will lead students through reflection activities after the service project.
2. Students engaging in service activities in the community apart from HC courses. These service opportunities are advertised through the Service Web page on the HC web site, on the Service bulletin board in the Lark’s Nest and through campus e-mails.
3. Students receiving service transcripts upon leaving HC, if they wish to record their service hours with the Office of Service-Learning.
4. Students becoming Service Leaders, if they participate in at least 120 hours of service in their two years at HC.

I hope that you find this manual useful and that you will participate in serving others. Please contact me if you have any questions.

Sincerely,

Russ Gaeddert
Service Coordinator
Office: (620) 327-8294
Cell: (620) 200-2985
ruosg@hesston.edu
**Hesston College Mission, Vision, Values, and Learning Outcomes**

**Mission Statement:** Hesston College, the two-year college of Mennonite Church USA, educates and nurtures each student within Christ-centered community, integrating thought, life and faith for service to others in the church and the world.

**Vision:** Hesston College graduates change the world as they serve through their vocations, churches, families and individual commitments to follow Christ.

Hesston College is a transforming community where students, faculty and staff dedicate their intellect, passion and skill to a future where:

- Hope replaces despair
- The poor are clothed and fed
- The sick are made whole
- Peace replaces war and conflict
- Justice replaces oppression
- Creation is renewed

The gospel is proclaimed

To make this vision a reality:

- We will strive for excellence in all we do. We will measure our results and aspire to greatness in all areas of college life.
- Our graduates will be fully prepared to take the next steps in their education, professions and relationships.
- All academic and student life programs will be infused with the values of Christian community, stewardship of gifts and service to the world.

**Values:**

**Excellence:** Aspire to high performance in all courses, programs and activities, measuring our results with accepted standards of achievement.

**Learning:** Give and expect each other’s best efforts in teaching and learning. Encourage creativity, curiosity and critical thinking.

**Christian Community:** Invite students to follow Christ and to create Christ-centered community on campus.

**Culture:** Celebrate differences in backgrounds and cultures and make every effort to learn from each other.

**Relationships:** Create space and time to develop relationships so that faculty, students and staff learn together.
Creativity: Strive to break through to new ways of learning and service.

Stewardship: Care for the financial, physical, spiritual and emotional resources entrusted to us. Serve as stewards of the environment and work to develop sustainable facilities and practices.

Joy: Model lives of joy, eagerly working hard to achieve, and welcoming humor and fun along the way.

Transparency: Share information regarding our performance, finances and future plans within the organization, with our supporters and with those we serve.

Caring: Act with compassion and honesty, extending dignity and respect to all.

Learning Outcomes:

I. Persons who understand human cultures and the natural world
   • Knowledge of the natural sciences, social sciences, humanities and the fine arts
   *Focused by engagement with life's big questions, both contemporary and enduring*

II. Person with intellectual and practical skills
   • Written, oral and visual communication
   • Quantitative literacy
   • Media and information literacy
   • Cooperation and collaboration
   *Practiced extensively across the curriculum through progressively more challenging academic rigor*

III. Person of individual and social responsibility
   • Self-reflection and self-awareness
   • Moral and ethical reasoning, decision-making and action
   • Civic knowledge, engagement and service on the local and global level
   • Intercultural competence and empathy
   *Developed through active involvement with real-world settings and relationships within diverse communities*
IV. Persons who understand faith through an Anabaptist-Mennonite perspective
   • Examination of the Christ-centered biblical story
   • Exploration of Anabaptist-Mennonite faith and values
   • Awareness of one’s own faith perspective within the context of the local and global community

   Expressed throughout the curriculum and campus life

V. Persons able to integrate and apply learning
   • Critical and creative thinking and problem solving, utilizing inquiry and analysis
   • Synthesis and application of knowledge, skills and responsibilities to new settings and complex problems
   • Preparation for the next step and a life of learning

   Facilitated through modeling and mentoring by the Hesston College community

Service-Learning Mission Statement

Service-learning at Hesston College facilitates student academic learning through meaningful service experiences, which encourage and enable Hesston’s students and faculty to positively impact the community.

Definition of Service-Learning and Community Service

Service-learning is a course-based educational experience in which students participate in an organized service activity that meets identified community needs, and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic duty.

Service-learning differs from community service in one simple way: community service involves helping others in the community in a variety of ways, without being linked to academic content and without the reflection piece.

<table>
<thead>
<tr>
<th></th>
<th>Community Service</th>
<th>Service-Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary intended beneficiary</td>
<td>Individuals associated with community partner</td>
<td>Individuals associated with community partner and students</td>
</tr>
<tr>
<td>Primary focus</td>
<td>Service</td>
<td>Service and learning</td>
</tr>
<tr>
<td>Nature of service activity</td>
<td>Based on social issue</td>
<td>Based on academic content and social issue</td>
</tr>
</tbody>
</table>
Benefits of Service-Learning

In addition to helping to meet the needs of the community, students who participate in service-learning projects develop many professional and personal skills and attributes, including:

- Increased learning and motivation to learn.
- Deeper understanding of subject matter.
- Increased ability to apply material learned in class to real problems.
- Leadership skills.
- Deeper understanding of the complexity of social issues.
- Increased sense of personal efficacy.
- Reduced stereotypes and an increase in tolerance for diversity.
- Increased ability to work with others.
- Feeling of being connected to a community.
- Greater self-knowledge.
- Spiritual growth.
- Increased awareness of personal values.
• Critical thinking skills.
• A greater understanding of society’s problems and social injustices.
• Increased service-mindedness.

In addition, students who serve others build connections with persons in their chosen field, explore options for potential jobs or career paths, go outside of their comfort zones, build their resumes for future employment, make new friends, have opportunities to work with people from different races, cultures, ages and life experiences, and make a positive difference in their community. The students experience “Christ-like community, integrating thought, life and faith for service to others in the church and world.”

In 2006, the Learn and Serve America program of the Corporation for National and Community Service awarded a three-year grant to the American Association of Community Colleges (AACC). Selected through a national competition, thirteen colleges participated in AACC’s Community Colleges Broadening Horizons through Service Learning grant project. AACC measured learning outcomes attainment for students at the Horizons grantee colleges. For this grant project, AACC defined academic learning outcomes as comprising six measurable areas: critical thinking; communication; career and teamwork; civic responsibility; global understanding and citizenship; and academic development and educational success.

AACC used both quantitative and qualitative methodologies as evaluation tools for this grant project. The colleges selected administered surveys from spring 2007 through spring 2009. At each institution, courses that included service learning participation were selected, and similar courses that did not offer service learning were surveyed to provide a comparison group. By the end of the three years, the Horizons grantee colleges returned a total of 2,317 student surveys, and 68 faculty surveys.

The service-learning students scored statistically higher than the non-service learning students in five of the six learning outcome areas. The two groups did not differ statistically in their responses to global understanding and citizenship.

Students involved in service-learning experiences indicated that they would encourage other students to take courses that offer service learning and they affirmed their beliefs that the idea of combining course work with service to the community should be practiced in more courses at their college. They also reported that these experiences helped them to have a better understanding of their role as community members and helped them to have a better understanding of the course material, lectures, and readings.

Faculty responded with these quotes: “College is more than just academics. When you transfer to other colleges, they’re going to look for community service.” “Without service-learning, what the students may lack is understanding their own biases, because they have a lot of different perceptions on communities. In order to be culturally competent, you really have to understand where you’re coming from before you can change.” “Oftentimes students don’t realize that you have to respect and recognize and realize and embrace everyone’s humanity
and that – as human beings – we all need each other.”  “My relationship is better with my students. I get to know them better. I get to work with them on a closer level.”  “I think the great advantage of service learning is that it’s realistic. It’s life itself happening.”  “We can give them all the book knowledge they want, but if they can’t use it when they leave here, what have we given them?”

Adapted from “Improving Student Learning Outcomes with Service Learning,” by Mary Prentice and Gail Robinson, American Association of Community Colleges, 2010.

Service-Learning and Community Service at Hesston College

Location/Contact Information
The Office of Service-Learning is located in the Bible and Ministry Center of the Kropf Center, room 144. Contact Russ Gaeddert, Service Coordinator, at 327-8294 or by e-mail at russg@hesston.edu.

Service Opportunities
The Service Coordinator will let students know of service opportunities in the community through the Service-Learning web page (http://www.hesston.edu/academics/service-learning/students-service-opportunities-available/), e-mails, bulletin board announcements in the Lark’s Nest, HC calendar on the HC Web page, and chapel announcements.

Service Transcripts
Every student at Hesston College (HC) will have the opportunity to have a service transcript on file electronically in the Office of Service-Learning. Every act of service, whether it is from service-learning through an academic course, service in the community, field experience or cooperative education placement, will be recorded. (See “Guidelines for Service” on p. 17. The Service Coordinator will make the determination on acts of service.) The student will be responsible for sending the necessary documentation to the Service Coordinator so that it can be added to the service transcript. The student may send this documentation directly to the Service Coordinator through a link on the Service-Learning web site: http://www.hesston.edu/academics/service-learning/service-project-evaluation-form/). The service transcript will be given to the student when the student leaves HC.

Service Leaders
Every student at Hesston College has the opportunity to become a Service Leader. To become a Service Leader:

a. The student must serve at least 120 hours over two years at Hesston College. At least 50 of these hours must be earned in the first year.

b. These hours may be from service-learning hours through academic courses, community service hours, or long-term placements (if they qualify).

c. The student will be recognized at Lark Fest at the end of the year.
Service-Learning Courses
Courses at Hesston College may have the option of having a service-learning component. This means that the course will:

a. Have a predetermined number of hours required for service hours.
b. Contain an accompanying reflection activity that relates to the course objectives. (See “Ideas for Reflection Activities” on p. 15)

If the service component is not a part of the course syllabus, upon instructor approval, there is a 4th-credit hour option. In this situation, the student performs a predetermined number of service hours, with reflection activities following, to earn the 4th credit hour in a 3-hour course.

Service Advisory Committee
A Service Advisory Committee, made up of at least one HC faculty member, at least one HC staff member, at least one HC administrator, at least one Hesston community member, and at least one HC student will be formed. This committee will meet periodically to advise the Service Coordinator.

Finding the Right Service Opportunity for You

Look over the list of community partners. When evaluating a possible opportunity, the type of questions you will want to find answers to include:

What is the mission and philosophy of the organization?
Does the organization have an affiliation (government, church, non-profit, etc.)?
What are the expectations and responsibilities of the organization?
What skills and experiences are required or preferred?
What is the time commitment?
Does the organization work with other volunteers or interns?
What type of orientation, training, or supervision is provided?
How does the organization relate to the community?
Does the opportunity fit with your interests, skills, and passions?
Are you willing to make a commitment to this organization and to the people you will be serving?

When you have found a service opportunity that is right for you, make arrangements with the Service Coordinator or check the Service-Learning web page: (http://www.hesston.edu/academics/service-learning/) for “Service Opportunities Available”.

Orientation for Service

Before the start of a project, students should be given information about the service project and organization or group with which they will be working. The following points should be included in the orientation:
Before you serve:

1. Take the attitude of a servant. Everyone is a teacher and learner in a service project. Open yourself to learning from the individuals you will be working with. Be open to seeing something in a new way. Service is a two-way street – giving and receiving.
2. Do not assume that you know how to solve perceived problems. Often problems are more complex than they appear.
3. You may come from a very different community than the one in which you will be working. Learn about their culture. Show respect for differences and avoid imposing your culture and value system on others. Strive to be non-critical and non-judgmental.

Check details of the project:

1. You should find the details of the service opportunity that interests you on the Service-Learning web site (http://www.hesston.edu/academics/service-learning/students-service-opportunities-available/) or by contacting Russ Gaeddert at 327-8294 or russg@hesston.edu.
2. You should know such specifics as when to work, how long you will be expected to work, what to wear, how you will get there, any tools or equipment you will need to bring, and any prior experience or training you will be expected to have.
3. Be sure to be on time! If you are going to be late, let the community partner know. If you are unable to work, do your best to find a person to replace you.
4. Seek out information about the community, organization, and project on which you will be working. You may consider learning about the population served by the organization, the organization’s mission statement, the names and responsibilities of the staff, a brief history of the organization, and the roles that volunteers play in the organization.
5. Approach your service project as you would any job. Learn any policies, procedures and expectation that you must follow while working with your community partner. Remember that you are a representative of Hesston College.

While serving:

1. Maintain a positive and enthusiastic attitude.
2. Enjoy, celebrate, and build upon small successes.
3. Set goals that are realistic and address the needs of the organization.
4. Ask questions and listen to what is being said. The people who work and live within the community can help you to become a more effective participant.
5. Recognize your limits. If you are given something that you think you cannot handle, make sure you discuss the situation with your community partner and your professor.
6. Depending on the nature of your service project, you may be dealing with truly confidential information. Ask your community partner if there are specific confidentiality guidelines that you need to follow.

After the service project is over:

1. Fill out the “Service Project Evaluation Form” within one week of the service project and give or send it to the Service Coordinator. This can be done online by going to: http://www.hesston.edu/academics/service-learning/service-project-evaluation-form/
2. If there is follow-up that needs to be done, or a chance that you will return, make those arrangements with the community partner.

Examples of Service-Learning Across the Disciplines

**Accounting/Business**
- Work with residents of low-income neighborhoods in the areas of household finances, budgeting, savings, etc.
- Support local non-profit agencies with grant writing or budgeting.
- Offer accounting assistance to an inexperienced agency.
- Assist high school students in selling their artwork or shop work by creating a business plan.
- Publish a consumer rights column rights in the newspaper.
- Start a food co-op.
- Start a work referral network for teens.

**Art**
- Give art shows in senior centers or elementary schools.
- Assist in art classes in elementary schools.
- Prepare a tour of a local art museum for school groups.
- Create brochures for local nonprofit agencies.
- Conduct a benefit auction to raise money for a local nonprofit agency.

**Biology**
- Work with Red Cross to educate the community about diseases.
- Design a botanical park as part of a community.
- Plan health and nutrition activities that can be used in Head Start programs.
- Organize a community health fair.
- Identify major health needs in the community and brainstorm ways to address the needs. Publish an article about these needs.
- Give tours at a local nature center.
- Conduct energy surveys for local businesses and homes.
Create workshops for homeowners and students on how to “green” their homes or rooms.

**Chemistry**
- Study and publicize the effects of artificial foods on emotional and mental states.
- Monitor levels of pollutants in local air and water.

**Computer Sciences**
- Design software for local non-profits to better manage volunteers, resources, finances, etc.
- Tutor senior citizens on the basics of using computers.
- Volunteer time at the library to help visitors unfamiliar with computers or the computerized card catalogue system.
- Help youth at a Boys and Girls Club find meaningful activities on a computer.

**Education**
- Assist teachers by reading with students and listening to students read.
- Tutor adults in a literacy program.
- Plan and implement age-appropriate games and play environments.
- Organize resources to provide educational experiences to prison inmates.

**Engineering/Physics**
- Design and build compost makers, solar energy panels, or waste-recycling units for area businesses.
- Design and build equipment for disabled persons.
- Design and build a playground for physically disabled persons.

**English**
- Start a book club at a senior center.
- Complete writing projects, such as newsletter articles, instruction manuals, posters, flyers, or press releases, for local nonprofit agencies.
- Write persuasive letters for nonprofit agencies to put into the local newspaper.

**History**
- Interview and collect documents from area residents who lived through a certain time period, so that an article may be published.
- Develop a cultural journal that highlights unique aspects of the local community.
- Provide research to local politicians to inform them of the history of an issue and possible strategies for resolving the issues.

**Music**
- Develop and implement a music therapy program.
- Stage concerts or other musical performances at nursing and retirement homes.
- Provide music lessons to low-income children.
Organize an instrument drive for a local school.

**Psychology**
- Develop and administer surveys concerning local issues.

**Sociology**
- Visit elderly people in retirement homes.
- Volunteer time in a local homeless shelter.
- Volunteer time in a local soup kitchen.

**Spanish**
- Develop brochures and other material for Spanish-speaking clients of local agencies.
- Interpret for Spanish-speaking people in local agencies.
- Work as an aide in a Spanish-speaking school.

**Types of Service-Learning**

**Service:** Students provide a service for an organization or individuals. Example for sociology class: Volunteer at a local homeless shelter.

**Presentation:** Students take material that they are learning in class and create presentations for audiences in the community. Example for biology class: Give tours to elementary school children at an arboretum.

**Presentation/Service:** Students make presentations and then follow it up with small group or one-on-one interaction. Example for history class: Write a play including history of the local area, put it on at a senior center and then follow-up with one-on-one interaction.

**Product:** Students provide a product that an agency can use. Example for Spanish class: Translate a brochure for a local agency into Spanish.

**Project:** Students collaborate with community members in devising and implementing a project. Example for art class: Conduct an art auction to raise money for a local nonprofit agency.

**Integrating Service-Learning into the Syllabus**

Each instructor requiring a service-learning component in the course should include in the syllabus:

1. A description of the service activities required.
2. The number of hours of service required.
3. Reflection activities following the service (see “Ideas for Reflection Activities” on p. 15).
In addition, information such as date and time of service project, location, equipment or supplies needed, attire, transportation, information about the organization, and orientation (see “Orientation for Service” on p. 10) should be covered by the instructor.

Other options are to give extra credit points for service hours or service options for assignments.

A 4\textsuperscript{th}-credit hour option may also be available for students, upon approval from instructor. The service work and reflection activities that follow are done outside of the requirements for a 3-credit course.

**Ideas for Reflection Activities**

Effective service-learning provides opportunities for students to reflect critically on their service experience. Service-learning projects can be used to reinforce course content and to develop a variety of competencies including critical thinking, communication skills, leadership, a sense of civic responsibility and multicultural understanding. Structured reflection can help students make meaningful connections between their service experience and the course content.

The role of reflection varies according to the stage of the project. Reflection before the project can be used to prepare students for the service-learning experience. Reflective preparation is key to the effectiveness of service-learning. At this stage reflection can be used to teach students concepts/theories required for the project, orient them towards the community organization and its needs, and offer them problem-solving skills to address the challenges that will arise in the community setting.

During the project, faculty can use reflection to encourage students to learn independently while providing feedback and support as needed to enhance student learning.

Reflection after the service experience has ended can help students evaluate the meaning of the experience, grasp their emotional responses to the experience, think about the integration of knowledge and new information, and begin to explore further application/extensions.

Some possible reflection activities may include:

- **Journals.** Ask students to record thoughts, observations, feelings, activities, and questions. Explain the benefits of journals to students, such as enhancing observational skills, exploring feelings, assessing progress and enhancing communication skills. Provide feedback by responding frequently, raising questions and challenging students to think beyond. These may be free form or more structured, individual or team.
- **Portfolios.** These may include drafts of documents, analysis of problems/issues, project activities, an annotated bibliography and daily logs.
- **Papers.** Contents of the portfolio may be helpful in developing this final paper.
Discussions. Encourage formal or informal discussions with teammates, other volunteers and staff to introduce students to different perspectives and to challenge students to think critically about the project.

Presentations. Ask students to present their service experience and discuss it in terms of concepts discussed in class.

Interviews. Interview students on service experiences and the learning that occurred in these experiences.

The four C’s of reflection can guide your course planning and implementation. Reflection must be continuous, connected, challenging and contextualized (Eyler, Giles, and Schmeide, 1996).

Continuous. Critical reflection should ideally be an ongoing component of a student’s entire education and service involvement. As the term connotes, it occurs before, during, and after the service-learning experience.

Connected. Service-learning reflection connects experience to intellectual and academic pursuits. Service puts theories in a real-life context, transforms statistics into people and situations and sparks critical questions.

Challenging. Critical reflective thinking addresses local needs and civic responsibility by fostering meaningful dialogue and discussion around community-based issues.

Contextualized. Reflection is the link between learning and doing, and preparing for doing again. The course helps to shape the process, content and location of reflection.


What?
- Who was served?
- What service was done?
- What were the goals of this project?
- What skills did you learn?
- Who else was involved?
- How long did you work?
- Discuss specific situations you encountered while working.
- What was the final outcome?
- Was the final outcome achieved?

So what?
- In what ways can you connect the service project with course content? What did you learn or experience that confirmed, challenged, or added to what you learned in class?
- How was the experience different from what you expected?
- What did you like or dislike about the experience?
- What was the most rewarding part for you?
- How could the experience have been better for you?
- How did the project address the need?
• What is the root cause of the issue that the project addressed? What are the factors?
• What was the atmosphere like? Was this conducive to achieving the final goal? How did the physical environment or people involved in the project influence the atmosphere?
• What role do factors like gender, race, class, educational status, age, experience, etc. play at the organization?
• Who makes the key decisions? Was the decision-making process of this project appropriate? In not, how could it have been better?
• If you were in charge, in what ways would this have looked different?
• Did this project change you in any way? If so, in what ways?
• In what ways are you being challenged or stretched by this experience?
• What questions were raised in your mind after this experience?
• In what ways did you give, and in what ways did you receive?
• In what ways could service be helpful? In what ways could service be harmful?

• Now what?
  • How can you apply what you learned or skills you developed in this project to your life?
  • What follow up is needed? Who will be responsible for and who will be involved in the follow up?
  • Will you engage in service projects like this one in the future, and if so, in what ways?
  • In what ways would you do things differently next time?

**Guidelines for Community Service**

In order for the service project to be included in the Service Transcript, as either a service-learning project, a community service project or a long-term placement (field experience or cooperative education placement):

• The volunteer must not be paid for service work done,
• The service must be performed for an organization whose primary purpose is to make the world a better place (preferably a nonprofit organization), or for an individual or individuals who need a helping hand and may not have the means to perform the work themselves.
• If there is any doubt, the Service Coordinator will make the decision on acts of service.

**Community Partners** (only a partial list; not limited to these)

Harvey County Homeless Shelter – Newton
Hope Home Repair – Newton/Wichita
Et Cetera Shop – Newton
Big Brothers and Big Sisters of Harvey County – Newton
Characteristics of Effective Service Programs

In 2004, the Council for the Advancement of Standards in Higher Education (CAS) convened a committee to assist in the development of standards for service-learning programs. This committee outlined a set of standards that was later included in the 2005 edition of the Book of Professional Standards for Higher Education. The CAS defined the mission of Service-Learning Programs as:

The primary mission of Service-learning Programs is to engage students in experiences that address human and community needs together with structured opportunities for reflection intentionally designed to promote student learning and development. The mission of Service-learning Programs must address human and community needs defined by the community.

The committee went on to list these items that all Service-learning Programs must do in order to be successful:

- Incorporate student learning and development in their missions;
- Enhance overall educational experiences;
- Develop, record, disseminate, implement, and regularly view their mission and goals;
- Have mission statements that are consistent with the mission and goals of the institution and with the standards in this document; and
- Operate as integral parts of the institution’s overall mission.

Resources

American Association of Community Colleges (AACC)  
Provides information and sample materials and links community colleges interested in starting service-learning programs with others that have programs underway.  
www.aacc.nche.edu

American Association for Higher Education & Accreditation (AAHEA)  
A national organization dedicated to improving the quality of higher education; with a strong commitment to helping service-learning attain a stronger, lasting place in the academy.  
www.aahea.org

Campus Compact  
A national coalition of more than 1,100 college and university presidents – representing some 6 million students – dedicated to promoting service-learning in higher education.  
www.compact.org

Council of Independent Colleges (CIC)  
The major national service organization for all small and mid-sized, independent, liberal arts colleges and universities in the U.S.  
www.cic.edu

The Corps Network  
The voice of the nation’s 158 Service and Conservation Corps. They annually enroll more than 33,000 young men and women in service every year.  
www.corpsnetwork.org

The Higher Learning Commission (HLC)  
www.ncahlc.org

Learn and Serve America  
Provides direct and indirect support to K-12 schools, community groups and higher ed. institutions by providing grant support, providing training and technical support to teachers, and by collecting and disseminating information.  
www.learnandservenext.gov
Mennonite Mission Network (MMN)
The mission agency of Mennonite Church USA. Volunteers serve in such service programs as DOOR, Mennonite Voluntary Service, Radical Journey, Service Adventure, SOOP, and Youth Venture.
www.mennonitemission.net

National Service-Learning Clearinghouse
Supports the service-learning community in higher education and all others interested in strengthening schools and communities using service-learning.
www.servicelearning.org

National Service-Learning Partnership
A national network of members dedicated to advancing service-learning as a core part of every young person’s education. The Partnership is funded through grants from W.K. Kellogg Foundation and State Farm Companies Foundation.
www.service-learningpartnership.org

National Youth Leadership Council (NYLC)
Promotes service-learning through programs like WalkAbout, National Youth Leadership Training, and Generator Schools Network, and through professional development activities like the National Service-Learning Conference.
www.nylc.org

Youth Service America
Supports a global culture of engaged youth committed to a lifetime of service, learning, leadership and achievement. This is accomplished through such programs a Youth Service Day, funding through grants, and providing resources.
http://ysa.org
Hesston College
Service Project Details for Students

Project

Project location

Contact person and title

Contact person phone number

Description of work:

Date and time of volunteer work:

Approximate number of hours:

Equipment or tools needed:

Attire:

Transportation:

Number of volunteers working at this site:

Skills needed:

Prior experience or study needed:

Other important information:

Questions? Contact Russ Gaeddert, Service Coordinator
ruugg@hesston.edu
(620) 327-8294 (office)
(620) 200-2985 (cell)
Hesston College
Project Evaluation for Community Partner

Organization _______________________________________________________________
Contact person ______________________________________________________________
Contact person position _________________________________________________________
Service project _______________________________________________________________
Service project date _____________________________________________________________
Hesston College student(s) involved ____________________________________________

Please rate the following (with 5 being the most positive response):

1. The extent to which this project benefited your organization 1 2 3 4 5
2. Communication with Hesston College and student(s) 1 2 3 4 5
3. The cooperation of Hesston College and student(s) to meet your needs 1 2 3 4 5
4. Student(s) reliability 1 2 3 4 5
5. Student(s) motivation 1 2 3 4 5
6. Student(s) willingness to learn 1 2 3 4 5
7. Student(s) ability to perform tasks 1 2 3 4 5
8. Student(s) attitude 1 2 3 4 5
9. Student(s) overall performance 1 2 3 4 5
10. Your satisfaction with the final outcome of the project 1 2 3 4 5

How did your organization benefit from this service experience?

How could your organization have benefited more from this service experience?

Additional comments:

Signature: __________________________________________     Date: _____________________
Service Project Evaluation Form

(This form can be found on the Service-Learning web page at: http://www.hesston.edu/academics/service-learning/service-project-evaluation-form/)

All fields required

Name: ____________________________

Community partner or individual helped: ____________________________

Contact person of community partner: ____________________________

Date of service project: ____________________________

Choose one:

- Service-learning (part of a course requirement)
- Community service (not connected to a course)
- Long-term placement (field experience or cooperative education placement)

Service project: ____________________________

What kind of activities did you engage in on this project? ____________________________

How many hours did you serve (not including transportation): ____________________________

What did you learn? ____________________________

What aspects of this project did you enjoy? ____________________________

How could this service project have been a better experience for you? ____________________________

This form will be sent to Russ Gaeddert, Service Coordinator.
Hesston College
Student Service Transcript

Name of student  

<table>
<thead>
<tr>
<th>Description of service project</th>
<th>Date</th>
<th>Service-learning hours</th>
<th>Community service hours</th>
<th>Long-term placement hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Service Coordinator ________________________________
Student Signature ___________________________ Date ___________

*Includes field experience or cooperative education placement.