

Faculty Service Learning Benchmark Survey

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Introduction

The Service Learning Strategic Planning Committee was formed in June 2010 to explore what service learning is understood to be and the ways that it is used by faculty and academic administrators at Owens Community College. It was determined that a benchmark was needed as a starting point, which would be best obtained by polling faculty members, deans and chairs.

Sample

Profile of Population

A total of 1,639 Owens employees were polled for this survey, including 216 full time faculty members, 1,389 adjunct faculty members, and 34 deans and chairs.

Profile of Respondents

There were 147 respondents to the survey, representing 9.0% of the population. These consisted of 49 full time faculty members (33.3%), 88 adjunct faculty members (59.9%), and 10 deans and chairs (6.8%).

Most of the respondents were associated with the School of Arts and Sciences (53.7%), with the rest reporting association with other schools, as shown in Table 1. One person reported that he or she was not associated with any school.

Table 1 – Respondents by School

School	#	%
Arts and Sciences	79	53.7%
Business and Information Systems	21	14.3%
Health Sciences	22	15.0%
Nursing	9	6.1%
Technology	15	10.2%
Public Safety and Emergency Preparedness	2	1.4%
Workforce and Community Development	-	
Not associated with any school	1	0.7%
Total answering question	147	100.0%
Total respondents	147	

One hundred-thirteen respondents reported that they were primarily associated with the Toledo campus (76.9%), with the remaining 34 associated with the Findlay campus (23.1%).

The total number polled was 1,639. Table 2 shows the response rates and margins of error¹ for each group and the total population.

¹ The margin of error is a statistic that reflects the amount of sampling error in a survey's results and is based on the size of the sample (for example, n=147) compared to the size of the population (N=1,639). It can be used to estimate the percentage of individuals who would respond to a survey question in a particular way if the full population had actually been surveyed. For example, if 50% or respondents said they have done some sort of a service learning exercise or activity as part of a class at Owens and the survey had a 7.7% margin of error, then the estimated percentage of individuals in the full population who have done such activities is between 42.3% and 57.7%. The lower the margin of error, the more confidence one can have that the data are representative of the full population. Ideally, the margin of error should be 5% or less.

Table 2- Returns within Group and Margins of Error

	# Sent	# Returned	% Returned	Margin of Error
Full Time Faculty	216	49	22.7%	12.3%
Part Time Faculty	1389	88	6.3%	10.1%
Deans and Chairs	34	10	29.4%	26.4%
All Recipients	1,639	147	9.0%	7.7%

Instrument

The instrument is a six-page, 20-question survey that includes questions about respondents’ understanding of what service learning is and the ways that they have used the practice both in and outside of the classroom. It asks for their impressions about who is responsible for arranging service learning opportunities and difficulties they have had in leading and evaluating such activities. Appendix A provides a copy of the survey instrument.

Procedure

An email invitation including a link to the survey was sent out on October 18, 2010. The invitation requested that the survey be completed by October 27, but as returns were very low at that time, a reminder was sent out and the survey was held open an additional week, closing on November 3 for analysis.

Summary of Results

Definition

Because the concept of service learning is likely to be interpreted in a variety of ways, the survey began with a working definition that the Committee had proposed; and respondents were asked whether they agreed that it was an accurate description and, if not, what they proposed adding to it. The definition provided was as follows:

Service Learning is a form of experiential learning where students and faculty collaborate with community partners to develop learning opportunities. Service learning combines community service with academic instruction, focusing on critical evaluative thinking and civic engagement.

Eighty of the 147 respondents to the question strongly agreed that this definition was accurate (54.4%), and an additional 38 (25.9%) somewhat agreed that it was, a total of 80.3%. Another 25 respondents (17.0%) were neutral about the definition, and 4 (2.7%) disagreed with its accuracy.

There were 17 comments about this definition (12% of respondents), several of which simply underscored that it seemed to be complete and accurate. Suggestions for improvement of the definition included taking the emphasis off of community service, as service learning could also be accomplished through individual work experience such as a co-op; and that the emphasis must be on what both the community and the student can gain from each other. Clarification of such terms as “community partners” was suggested, as well as a general simplification of the definition before presenting it to students. Open-ended responses to Question 1 can be found in Appendix B.

Experience with Service Learning in Classroom

The next section of the survey pertained to respondents’ use of service learning within the classroom setting at Owens. They were first asked whether they had ever done a service learning exercise or activity as part of a course taught at Owens. About one-third of the 147 respondents answering the question stated that they had done this (29.9%). An additional 3.4% was not sure if they had done so or not; and 66.7% stated that they had not done so.

How many such projects, exercises, or units have you done over the past three years?

Next, respondents were asked how many service learning activities or projects they had done as part of a course within the past three years. Table 3 shows a breakdown of the responses for this question.

Table 3: Number of Projects or Activities Done Over Past Three Years

	#	%
Total answering question	56	100.0%
None	11	19.6%
1 or 2	13	23.2%
3 to 5	10	17.9%
6 to 10	13	23.2%
11 or more	9	16.1%
Mean	4.7	
Mean excluding none	5.8	

The mean number of projects or activities among those using service learning within a course at Owens was 4.7, indicating that the average user does not lead these projects each semester, but may do so during one semester each year or within given classes. On the other hand, 39.3% of respondents claimed to have led at least six projects over the past three years, indicating that in some cases they are performed at least twice per year.

In classes in which you do such projects, how often do you lead your students in performing these projects or units?

Respondents were next asked specifically how often they lead service learning projects as part of their coursework. Over three-fourths of the 54 respondents answering the question stated that they led their students in such projects at least once a year (75.9%), with 44.4% stating that they did so at least once per semester. Table 4 shows the complete distribution of responses.

Table 4: How Often Instructor Leads Service Learning Projects

	#	%
Total answering question	54	100.0%
Never	9	16.7%
At least once per semester	24	44.4%
Not every semester, but at least once a year	17	31.5%
Once every 2-3 years	2	3.7%
Less often than every 2-3 years	2	3.7%

In which types of classes do you typically include such projects?

The types of courses that service learning projects were included within were asked about next, with respondents asked to indicate all types of classes that included these activities. Table 5 shows a breakdown of this question. Note that the total adds to over 100% as respondents could give more than one course type.

Table 5: Types of Classes in Which Service Learning Activities are Typically Included

	#	%
Total answering question	44	100.0%
Lectures	29	65.9%
200 Level Courses	16	36.4%
100 Level Courses	15	34.1%
Labs	11	25.0%
Clinicals	9	20.5%
Capstone Courses	7	15.9%

More than half of the respondents stated that they used service learning in their lecture classes. They were about equally likely to use them in 100 or 200 level courses, and less likely to use them in labs, clinical courses and capstone courses.

What were the natures of the class projects or units you have led?

Next, the types of activities respondents used for service learning in the classroom were explored. They were asked what the nature of the class projects or units that they used were. Table 6 shows the range of responses for this question. Note that the percentages will add to over 100%, as respondents could give more than one response.

Table 6: Natures of Class Projects or Units Used in Classroom

	#	%
Total answering question	47	100.0%
Performing community service designed to help people	26	55.3%
Working with an agency	25	53.2%
Performing hands-on work designed to teach a skill	16	34.0%
Working with a business	15	31.9%
Promoting diversity	15	31.9%
Improving community health	14	29.8%
Collecting something to help others	13	27.7%
Working one-on-one with people	13	27.7%
Performing community service designed to help the environment	12	25.5%
Undertaking a one-time special project	11	23.4%
Disaster relief	11	23.4%
Traveling to another location to provide relief or service	10	21.3%
Developing activities on campus designed to benefit other students	8	17.0%
Assisting victims of crimes, domestic abuse, homelessness, etc.	8	17.0%
Gathering information or keeping records	6	12.8%

More than half of the respondents mentioned performing community service designed to help people (55.3%) and working with an agency (53.2%). About one-third reported performing hands-on work designed to teach a skill (34.0%), working with a business and promoting diversity (both 31.9%), and improving community health (29.8%).

An open end question was also included for respondents to fill in other activities that did not fall into one of the pre-listed categories. Two respondents did not add any additional activities but explained the activities they had used in more detail. These activities had to do with promoting literacy among area school children and providing health care to various underserved members of the local population. See Appendix B Question 6 for the verbatim responses.

Experience with Service Learning on a Voluntary Basis

It was recognized that some service learning may not originate in the classroom but with the faculty member, who may lead his or her students in performing services as an informal learning opportunity. For this reason, a second set of questions was included to address respondents' use of service learning activities outside of the classroom.

Have you ever done what you would consider to be a service learning exercise or unit on a voluntary basis and not as a formal part of a class?

Approximately one-third of the 147 respondents answering the question stated that they had done some type of volunteer service learning activities (29.3%), with another 4.8% stating that they were unsure if they had done so or not. The remainder stated that they had not led such activities (66.0%).

How many such voluntary projects have you done over the past three years?

Respondents were next asked how many voluntary projects they had performed over the past three years. Table 7 shows the breakdown for this question.

Table 7: Number of Voluntary Projects Performed Over the Past Three Years

	#	%
Total answering question	60	100.0%
None	13	21.7%
1 or 2	17	28.3%
3 to 5	20	33.3%
6 to 10	6	10.0%
11 or more	4	6.7%
Mean	3.3	
Mean excluding none	4.2	

Overall, fewer projects of this type were reported than for formal classroom use of service learning. Based upon the mean, approximately one volunteer project was performed each year.

What was the nature of the voluntary projects or services you have taken part in?

As with the classroom-based projects, respondents were asked about the nature of the projects they were involved in. Table 8 shows a breakdown of this question.

Table 8: Nature of Voluntary Service Learning Activities Performed

	#	%
Total answering question	49	100.0%
Performing community service designed to help people	29	59.2%
Working with an agency	22	44.9%
Collecting something to help others	19	38.8%
Performing community service designed to help the environment	14	28.6%
Gathering information or keeping records	13	26.5%
Undertaking a one-time special project	12	24.5%
Performing hands-on work designed to teach a skill	12	24.5%
Promoting diversity	12	24.5%
Working with a business	10	20.4%
Working one-on-one with people	10	20.4%
Disaster relief	9	18.4%
Improving community health	9	18.4%
Developing activities on campus designed to benefit other students	8	16.3%
traveling to another location to provide relief or service	6	12.2%
Assisting victims of crimes, domestic abuse, homelessness, etc.	5	10.2%

The most-often-mentioned types of projects mirrored those also done in the classroom: performing community service designed to help people (59.2%) and working with an agency (44.9%). Collecting something to help others was more often done on a voluntary basis than as a classroom activity (38.8%).

An open ended question followed to allow respondents to add more information or to indicate other activities that did not fall into any of the prelisted categories. Three respondents answered this question. They did not list any new activities, but provided details about the programs. One had local businesses come to campus to address students and also challenged the students to get involved. Specific programs such as Socks for Hannah, fundraisers, and clothing drives were also mentioned. See Appendix B Question 9 of this report for verbatim responses.

Reasons for Not Using Service Learning Opportunities

The majority of respondents did not use service learning as part of their coursework or on a voluntary basis as a learning opportunity. The next question asked the non-users why they had not done such projects. There were 23 responses to the question. The reason given most often was that the course did not lend itself to such activity (47.8%). Non-use also seemed to be a function of having little time for such activities: had too much information to cover in class was mentioned by 39.1% and did not have time during semester by 21.7%. Another reason alluded to was unawareness of the process for such activities: 26.1% stated they were not aware of opportunities for such activities and 17.4% said that they did not have the sanction of their school or department.

An open-ended question followed this for additional reasons and clarification of this point. There were four responses to this question. Two stated that they needed assistance in developing such activities. Another said that student inconsistencies led to a poor job of assisting agencies, and the instructor was left with a great deal of clean-up work after the semester had ended. Another one seems to have done some field trips out of the classroom, but stated that this was not a service learning experience in her/his opinion. See Appendix B Question 10 for verbatim responses.

Service Learning Partners

Open ended questions in this section of the survey asked respondents to list out businesses or agencies that they had formed partnerships with for their service learning activities.

Please indicate the name of the businesses or agencies that these activities were conducted in partnership with. Are there any other businesses or agencies that you plan to partner with in the future?

There were a total of 60 responses to this question, representing 40.8% of the respondents. Table 9 shows the categorization for the question. Note that the responses will add to over 100% as responses could fall into more than one of the categories.

Table 9: Categories for Comments About Partnerships Used in Past/Planned for Future

Comment Category	#	%
Specific Organizations/Agencies	11	18.3%
Business Related	11	18.3%
Many Partners/Seeking Partners	10	16.7%
Family-Related Services	9	15.0%
Educational Services	9	15.0%
Food Relief Services	8	13.3%
Health Care/Medical Services	7	11.7%
Area Parks	4	6.7%
Uncategorized	6	10.0%
Total Responses	60	100.0%

Some of the most-often mentioned organizations included the Race for the Cure, Food for Thought, and a number of local agencies. Many of the activities mentioned were business-related or they provided family services, education, or health care. See Appendix B Questions 11 and 12 for verbatim responses relating to current and planned partnerships.

Measurement and Planning for Service Learning

The administration of service learning was next explored by posing questions about who was responsible for planning a service learning project and how its success is typically measured.

Which of the following methods do you use to measure service learning activities?

Activities used as part of the learning in a classroom should be subject to some kind of evaluation; the next question asked what methods were used to ensure that learning and application had occurred. Table 10 shows the responses for this question.

Table 10: Measurements of Service Learning Activities

	#	%
Total answering question	43	100.0%
Student reflection essay	29	67.4%
Journals kept by students	19	44.2%
Interviews/conferences with students at the end of activities	15	34.9%
Interviews/conferences with students during activities	14	32.6%
Student rubric to measure aspects of service learning experience	12	27.9%
Interviews/conferences with business/agency personnel	10	23.3%
Interviews, surveys, etc. with recipients of service learning benefits	9	20.9%
Student form or survey	8	18.6%
Agency/business form or survey	8	18.6%
Agency/business rubric to measure aspects of experience	7	16.3%
Journals kept by agency/business	0	0.0%
I do not use any measurements for these activities	4	9.3%

The measurement is most often done by assigning a written reflection to the students, either an essay (67.4%) or a journal (44.2%). Interviews and conferences with students before and after the program were also used by around one-third of respondents. Student rubrics were also used. It should be noted that the success of the program appears to be determined by student assessment of the activities rather than via the assessment of other groups, such as the businesses and agencies that the students partnered with or the recipients of the students' efforts.

An open end question followed to allow respondents to add more information or other means of measurement. A total of nine respondents answered this question, representing 20.9% of those who qualified to answer the previous question. Several of these underscored that the evaluation of the activity focused on the students. They repeated the use of student reflections and papers, mentioned the use of rubrics, and also mentioned that the course culminated in presentations by students or groups about their service learning experience. See Appendix B Question 13 for the verbatim responses.

Which group(s) is responsible for planning the activities or units you have used?

To get a clearer idea of faculty views on the responsibilities underlying service learning, the next section of the survey asked them to reflect upon which groups were responsible for planning and arranging such activities.

Table 11 shows a breakdown of how this question was answered. Note that the percentages add to more than 100% as respondents could give more than one response.

Table 11: Groups Responsible for Planning Service Learning

	#	%
Total answering question	44	100.0%
Faculty	35	79.5%
Students	28	63.6%
Representatives of the business or agency	17	38.6%
Chair or head of department	9	20.5%
College administrators (president, provost, etc.)	1	2.3%

The groups most responsible were deemed to be first the faculty member (79.5%) and then the students taking part in the activities (63.6%). Others were considered to be much less responsible, especially the top administrators at Owens.

An open end question followed that asked respondents to reflect upon additional responsible groups. There were seven responses to this question, representing 15.9% of the qualifying respondents. Most again state that they, themselves, planned the activities, with help from students and the outside agencies. Some also stated that they had assistance or at least the sanction of those in authority: chairs and various managers. See Appendix B Question 14 for verbatim responses.

Generally speaking, which group is most responsible for planning the activities or units you have used?

Since planning is often a shared activity, the respondents were asked to state which group they felt had the greatest responsibility for planning service learning activities. Table 12 shows the breakdown for this question.

Table 12: Group with Most Responsibility for Planning Service Learning

	#	%
Total answering question	44	100.0%
Faculty	29	65.9%
Students	9	20.5%
Chair or head of department	7	15.9%
Representatives of the business or agency	4	9.1%
College administrators (president, provost, etc.)	3	6.8%

The group considered to have the greatest responsibility for planning was faculty members (65.9%), with other groups considered to have much less responsibility. Students were considered most responsible by 20.5% of respondents.

An open end question provided clarification after the prelisted question. There were four responses (9.0% of qualifying respondents). Most of these mentioned the importance of student input into the process; and they suggested that student ideas were often evaluated by the faculty member and agencies. Local need also played a part in the decisions for projects to be completed. See Appendix B Question 15 for verbatim responses.

What have you found to be the greatest challenges to launching a service learning activity or project in your classes?

Respondents were next asked to share the difficulties they have experienced in launching a service learning project as part of their class activities. Table 13 shows the responses for this question.

Table 13: Challenges to Launching Class Service Learning Projects

	#	%
Total answering question	41	100.0%
Finding time for projects during the semester	21	51.2%
Motivating students	15	36.6%
Having students take ownership of projects	13	31.7%
Finding partnerships with area businesses or agencies	10	24.4%
Coordinating events with students	9	22.0%
Tying the events in with class material	7	17.1%
Financial requirements of events	7	17.1%
Effectively measuring the event's success	6	14.6%
Keeping records	6	14.6%
Cooperation from administration	6	14.6%
Finding assistance among Owens community	6	14.6%
Getting ideas from students	5	12.2%
Coordinating events with community	5	12.2%
Finding assistance among business/agency personnel	0	0.0%
Business/agency misuse/exploitation of events	0	0.0%

More than half of the respondents stated that finding time during the semester to accomplish the projects was a challenge (51.2%). Other challenges had to do with student issues with these projects: 36.6% stated that motivating the students was a challenge and 31.7% felt that students did not take ownership of the projects and events.

Respondents were also invited to expound upon their answers or provide other challenges that were not prelisted. There were 12 responses to the question (29.2% of the 41 answering this question). Nearly all of the comments had to do with the challenges of scheduling events given the many commitments that Owens students have outside of school. A few also spoke of securing the commitment of these students. One respondent stated that he or she was not certain of administrative policies regarding service learning and feared violating any rules. See Appendix B Question 16 for verbatim responses.

Additional Thoughts/Comments

The final question in this section asked for additional thoughts regarding service learning and its place at Owens. A total of 48 respondents offered comments here, representing 32.7% of all those who returned the survey. Table 14 shows a categorization of these responses.

Table 14: Categories for Additional Comments

Comment Categories	#	%
Service Learning Enhances Classroom	15	31.3%
Rewarding for Students	8	16.7%
Need Guidance/Assistance in SL	7	14.6%
Limitations of Students/Time	5	10.4%
Negative Remarks	3	6.3%
Definition of Service Learning	3	6.3%
Uncategorized	7	14.6%
Total responses	48	100.0%

Many of the comments were positive; suggesting that service learning greatly enhanced the classroom experience and afforded many rich experiences for students. Individual accomplishments were highlighted in the comments. Several faculty members, especially adjuncts, expressed interest in the practice and asked that more information and guidelines be shared with them so that they could make use of such activities.

A few respondents cautioned that making service learning a requirement in many classes was likely to be difficult at Owens, as many students have many limitations upon their time. Examples were given in this question and elsewhere about unsuccessful projects that the students were unable or unwilling to complete given their other obligations with work, family, etc. and their difficulties at times in securing transportation. See Appendix B Question 17 for verbatim responses.

Summary and Data Limitations

Most of the respondents do not lead any service learning activities with students, either in their course work or on a voluntary basis. However, there appears to be some interest in the concept and a belief that such learning is of value to both students and the community.

Those who do such activities in the classroom appear to include activities about once per semester or at least once per year. They are conducted in all of the course types, but especially lecture-type classes, maybe because these are the most common types of classes at Owens. Service learning is seldom done in classes such as capstones and clinical sessions, however.

Most of the service learning activities reported involved community service designed to assist people or work with agencies for course-related programs.

For voluntary service learning that was not part of a class's activities, the number of participants and general use and type were very similar to those activities done as part of a class. Slightly fewer of these activities had been done over the past three years, perhaps due to the fact that they did not tie in directly with the curriculum of a class. Most took the form of community service and work with agencies, though they were more often likely to involve collecting items for assistance or relief efforts.

The reason most often given for not conducting service learning activities is that the nature of the class did not really support such programs.

Evaluation of service learning activities are done by having the students write or reflect upon the experience more than other methods of measurement.

The parties most responsible for planning such activities are deemed to be faculty members, although students and administrators may play a part in this.

The challenges to leading service learning projects most often relate to finding time to accomplish them during the semesters and coordinating among students to successfully complete these projects.

Data limitations include the following:

- Returns for this survey were low. Margins of error for all subgroups were above 10%. The margin of error for the total population exceeded 5%. For these reasons, findings should be viewed with caution.
- Additionally, those who actually conducted service learning activities among returners were low, further increasing the potential for non-representative responses to the questions.
- There was a faulty skip pattern that steered some respondents who had not done service learning activities around the question that asked why they had not led such projects, resulting in an extremely low response rate for this question.

Faculty Service Learning Benchmark Survey

Owens Community College recognizes the importance of service learning to its students and the communities it serves. A Service Learning Strategic Planning Committee has been formed to explore the state of service learning currently in place on campus and to make recommendations for its future at Owens. In order for us to fully understand the current state, we are polling faculty members and academic administrators such as yourself to learn what you understand service learning to be and to find out how you are employing it in your classes. The following survey should take no more than ten minutes of your time and will give us valuable insights into this most important issue. We would like to have your responses by Wednesday, October 27.

Please rest assured that your responses will be held in the strictest confidence. Thank you very much for your time and attention!

1. The following is the working definition we have for service learning:

Service Learning is a form of experiential learning where students and faculty collaborate with community partners to develop learning opportunities. Service learning combines community service with academic instruction, focusing on critical reflective thinking and civic engagement.

To what extent would you agree that this is an accurate description of service learning?

- Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree

2. Have you ever done what you would consider to be a service learning exercise or unit as part of a course you have taught at Owens?

- Yes No (Skip to Q7) Not sure

3. How many such projects, exercises, or units have you done over the past three years?

- None 6-10
 1-2 11 or more
 3-5

4. In classes in which you do such projects, how often do you lead your students in performing these projects or units?

- Never Not every semester, but at least once a year Less often than every 2-3 years
 At least once per semester Once every 2-3 years

5. In which types of classes do you typically include such projects? (Please check all that apply)

- Lectures 200 level
 Labs Clinical
 100 level Capstone

Other (Specify)

If you have not done any activities you would consider service learning, either within the classroom or on a voluntary basis, please skip to Q17.

11. Please indicate the names of the businesses or agencies that any of these activities (whether as a classroom requirement or on a volunteer basis) were conducted in partnership with, if any.

12. Are there any other businesses or agencies that you plan to partner with in the future? Please specify.

If you have not done any service learning activities as part of the requirements of a class taught at Owens, please skip to Q17.

Now we would like to ask you about your methods for evaluating your students' service learning experience or activities.

13. Which of the following methods do you use to measure service learning activities? (Please check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Student rubrics to measure aspects of service learning experience | <input type="checkbox"/> Journals kept by agency/business |
| <input type="checkbox"/> Agency/business rubric to measure aspects of experience | <input type="checkbox"/> Interviews/conferences with students during activities |
| <input type="checkbox"/> Student reflection essay | <input type="checkbox"/> Interviews/conferences with students at the end of the activities |
| <input type="checkbox"/> Student form or survey | <input type="checkbox"/> Interviews/conferences with business/agency personnel |
| <input type="checkbox"/> Agency/business form or survey | <input type="checkbox"/> Interviews, surveys, etc., with recipients of service learning benefits |
| <input type="checkbox"/> Journals kept by students | <input type="checkbox"/> I do not use any measurements for these activities |

Other (Please specify)

14. Which groups are responsible for planning the activities or units you have used? (Please check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Faculty | <input type="checkbox"/> Representatives of the business or agency |
| <input type="checkbox"/> Chair or head of department | <input type="checkbox"/> Students |
| <input type="checkbox"/> College administrators (president, provost, VPs, etc.) | |

Other (Specify)

15. Generally speaking, which group is MOST responsible for planning the activities or units you have used? (Please check only one)

- | | | |
|--|---|-----------------------------------|
| <input type="checkbox"/> Faculty | <input type="checkbox"/> College administrators (president, provost, VPs, etc.) | <input type="checkbox"/> Students |
| <input type="checkbox"/> Chair or head of department | <input type="checkbox"/> Representatives of the business or agency | |

Other (Specify)

16. What have you found to be the greatest challenges to launching a service learning activity or project in your classes? (Please check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> <i>Finding time for projects during the semester</i> | <input type="checkbox"/> <i>Tying the events in with class material</i> |
| <input type="checkbox"/> <i>Motivating students</i> | <input type="checkbox"/> <i>Keeping records</i> |
| <input type="checkbox"/> <i>Getting ideas from students</i> | <input type="checkbox"/> <i>Cooperation from administration</i> |
| <input type="checkbox"/> <i>Having students take ownership of projects</i> | <input type="checkbox"/> <i>Financial requirements of events</i> |
| <input type="checkbox"/> <i>Finding partnerships with area businesses or agencies</i> | <input type="checkbox"/> <i>Finding assistance among Owens community</i> |
| <input type="checkbox"/> <i>Coordinating events with community</i> | <input type="checkbox"/> <i>Finding assistance among business/agency personnel</i> |
| <input type="checkbox"/> <i>Coordinating events with students</i> | <input type="checkbox"/> <i>Business/agency misuse/exploitation of events</i> |
| <input type="checkbox"/> <i>Effectively measuring the event's success</i> | |

Other (Please specify)

17. If you have any additional thoughts to share about service learning and its place at Owens, please do so in the space below.

The following questions ask for demographic information to help us to classify your responses with others who are similar to you. This information will be used only for this purpose; you will not in any way be identified as an individual.

18. What is your status at Owens?

- | | |
|---|--|
| <input type="checkbox"/> <i>Full time faculty</i> | <input type="checkbox"/> <i>Department chair</i> |
| <input type="checkbox"/> <i>Part time/Adjunct faculty</i> | <input type="checkbox"/> <i>Dean</i> |

19. With which school are you primarily associated?

- | | |
|--|--|
| <input type="checkbox"/> <i>Arts and Sciences</i> | <input type="checkbox"/> <i>Technology</i> |
| <input type="checkbox"/> <i>Business and Information Systems</i> | <input type="checkbox"/> <i>Public Safety and Emergency Preparedness</i> |
| <input type="checkbox"/> <i>Health Sciences</i> | <input type="checkbox"/> <i>Workforce and Community Development</i> |
| <input type="checkbox"/> <i>Nursing</i> | <input type="checkbox"/> <i>Not associated with any school</i> |

20. With which campus are you primarily associated?

- | | |
|--|---|
| <input type="checkbox"/> <i>Toledo</i> | <input type="checkbox"/> <i>Findlay</i> |
|--|---|

Those are all of our questions. Thank you very much for your time and assistance!

Appendix B: Verbatim Responses to Open-Ended Questions

Q1 Changes to Definition

Focusing on the application of academic instruction while involved in reflective thinking and civic engagement.

I was a Bonner Scholar when I was in college, and one thing that was emphasized in terms of service learning was not only how we would be engaged in the community, but also how that engagement would transform our own perspectives in a way that would philosophically deepen our overall college learning experience. Also, our engagement with the community would challenge us to become more practical in how we applied knowledge we received in the classroom, to our everyday lives.

Might need a definition of "community partners" and "community service."

Simplify the definition if you want to promote this activity.

If by community partners the definition covers global partners, then I would more strongly agree with the definition.

focusing on critical reflective thinking and civic engagement, as well as using the skills taught in the individual classes to benefit the community partners.

I'm not sure that it includes "academic instruction" on the part of the agency who is providing the community service opportunity.

N/A

why would service learning necessarily need to involve "community partners?" Why couldn't the instructor make the experience as part of a class. Then there are questions of ethics and review board approvals for some types of social leaning.

I would add that it is not necessarily only community service activities that fall into this category. A paid cooperative internship could also fall into this experiential learning model.

It sounds good in the definition. I didn't really understand what service learning meant until I read this.

I think if this is a definition to be used for students, that the term "academic instruction" isn't appropriate for them - it's the vision from a faculty perspective. I'd say something such as: Service Learning involves the application of academic concepts in real world setting, incorporating critical analysis and reflection, while providing a benefit in the community.

I did not fill out the survey because most of it does not apply to my very limited experience with service learning; however, this is what I did probably about 10 years ago. I teach DE writing which required 4 major essays. For the last essay, students were offered the option of volunteering somewhere in the area. They had to find out information about the agency where they were going to volunteer and spend some time there doing service. After they completed their project, they had to write their essay about their experience. If they chose this as the option for their essay, there was some kind of "reward" for doing this, but I don't remember what it was - probably something like getting to skip an assignment.

I understand the concept to also include more of a give and take. The student is contributing their talent, knowledge in the field, and time to gain applied experiences that may benefit them in their future career. this may be implied in your term "collaboration". I was happy to see the term "reflective thinking" included, as that is a key factor.

I really like the part about "critical, reflective thinking." I'd put a comma between those two words as I indicated.

Sounds great to me!

It should be driven by a pseudo-activist mentality, relative to the classroom. In order to be successful, administrative persons may demonstrate a willingness to participate, but getting the faculty to follow through will be difficult because of there lack of enthusiasm and poor work ethic now. Civic involvement cannot succeed without energy, service cannot be succeed without commitment and local and regional business will become lack luster if our first attempts are not with gusto and chutzpah!

Q5 Other types of classes

Question #4 is very leading. You limit the number of times to "at least once per semester" but you stretch out the other direction. I often do a service learning project two or three times per semester.

In my case there are 2 classes in the Emergency Management % Planning program which require "internships" which are service learning projects. One at the end of year one and the capstone course.

FYE Classes

Campus organizations

Developmental Reading and College Reading

I am an adjunct new this semester; in my previous teaching experiences I incorporated service learning every semester into the curriculum. I'm excited to see this focus at Owens!

I teach First Year Experience/Foundations for College and I incorporate a service learning project for the students to work on throughout the semester.

Plus, I integrate Community Service Learning (CSL) for extracurricular clubs.

When I teach I try to give the real life practical side. Sometimes the text book differs from real life or maybe this particular area of the country.

I try to get my students to be enthusiastic, get involved in some value-laden cause which they care about and participate. I explain to them that if they don't like something, get involved and help to rectify the situation to their likeness, don't just complain. i.e.. Animal rescue, political whatever

Q6 Other types of projects

ECE 104: Emergent Literacy students participate in one-on-one literacy tutoring programs in local schools and assist in children's literacy projects in public libraries and other community agencies. We have a long-standing partnership with Lake Local Schools in this regard. ECE 100: Introduction to Early Childhood Education students select a service learning project for the semester and then share their experiential learning in a poster session at the end of the class. Projects range from participation in local community youth art fairs, volunteer work at sites like Mom's House or After School Programs, and many other community projects related to children and families.

All first year Dental Hygiene students are required to create their own dental health lesson plan to present to elementary classes at Oakdale Elementary School. Other schools in the past have included Lark and Perrysburg elementary schools. First year dental hygiene students are also required to help at "Give Kids A Smile Day" at Owens Dental Hygiene Clinic. This is a nationwide service day (started by the American Dental Association) where dentists, hygienists and dental assistants provide free dental services to the underserved population. Our clinic works with schools and churches to inform anyone who is qualified. First year dental hygiene students are encouraged to help at the "Miles for Smiles" Race in May, that is run by the Toledo Dental Society and area dental hygienists. Proceeds go to the Dental Center of Northwest Ohio that is a nonprofit dental clinic for Medicaid and the working poor. The majority of the class participates. First year dental hygiene students are

Q9 Types of Voluntary Project

I have had people from businesses come in and speak with students. I also have had the BBB come in and teach an interactive course in workplace ethics and diversity. I encourage students in the class to help people when they see someone in need. The results have been positive.

Clothing drives, Socks for Hannah, Little People's Convention volunteers, Child Abuse Prevention project, etc.

See Miles for Smiles race above.

Q10 Why have not done SL

I distinguish between service learning and learning excursions within the community where the student is engaged in new learning, but is not making any specific contribution to the community, i.e. trip to the Toledo Museum of Art or non-profit organization.

It is difficult to do work for outside agencies with students because they are not consistent in quality and if problems occur, they do not fix anything after the semester is over, which leaves a lot of extra work for me.

Need assistance in developing this as a class activity.

Would like to do more projects for these students, it develops much needed background information that most of the students lack.

Q11 Other Businesses/Agencies Have Partnered With

To many to list

University of Toledo Arboretum, Bowling Green State University

Juvenile Diabetes Research Foundation Food for Thought

Hospice of NW Ohio United Way Susie's Coats The Sparrow's Nest The Cherry Street Mission

Old West End Community Organization, Red Cross, Lucas County EMA, Owens Community College Planning Office, Lucas County Metroparks.

Food for thought Habitat for humanity Cherry Street Mission

Our Lady of the Pines Retreat Center in Fremont

Mobile Meals, sandco, Lutheran social services, wernert Center, sparrow's nest, recreation unlimited

Owens Community College Human Resources and Enrollment Services.

AAA, The Better Business Bureau, Delphi

Wood County Parks Lucas County Metroparks Penta County and Wood Soil and Water Conservation District 577 Foundation

Food for Thought

Several social service agencies that worked in Findlay for domestic violence, poverty issues, etc.

none

Rotary Club Others that I cannot recall the names

too many to list here.

American Heart Association Promedica Medical College of Ohio Many others!

Providence Center Salvation Army East Toledo Family Center Correctional Treatment Facility

Special Olympics of Ohio (in Columbus)

Promedica Health Lucas county Health department Salvation Army

Back Pack to the Future Health Care Fair Food For Thought Other activities were on an individual basis of need by a family, for instance.

Sierra Club Campus dining service Local High schools

Q11 Other Businesses or Agencies (Continued)

The Toledo Dental Hygienists' Association (TDHA), Toledo Dental Society (TDS) Miles for Smiles - TDHA & TDS collaboration Lifeline & Servant Leadership Center
American Red Cross Salvation Army
Susan G Komen Foundation, Cancer Patient Services, Fort Findlay Playhouse, Red Cross, American Cancer Society, CASA, Special Kids Therapy, Hancock County Sheriff's Department, Walk for the Cure, Findlay Police Department, Hanco, Habitat for Humanity, Hancock Leadership, Chamber of Commerce, United Way, Girl Scouts, Boy Scouts, Agency for Aging, and Blanchard Valley Hospital.
Sylvania Area Family Services 5440 Marshall Rd. Sylvania, Ohio 43560
Blanchard Valley Independent Network Group
Lake Local Schools Rossford Schools Lucas County Library WGTE Black Swamp Art Fair Mom's House Ohio Reads many others
Maumee Valley Growers Ohio State University Extension Toledo Grows Toledo Botanical Garden
Oakdale Elementary School. Other schools in the past have included Lark and four Perrysburg elementary schools. Toledo Dental Society
They were with various individual classroom teachers; my students assisted in their classrooms.
ISOH, Maumee Valley Chefs Association, Cherry Street Mission, Haiti Relief, Seagate Food Bank
Findlay local soup kitchen Greater Toledo food bank
Human- Breast Cancer, Pancreatic Cancer, Ovarian Cancer, Autism Awareness, Pink Ribbons Toledo Animal- Operation Felix, Paws and Claws Alpha Phi Omega- Alumni MSU (co-ed) service fraternity Habitat for Humanity- (Adrian College)
I asked St. Anne's hospital to take the time to show my students what it is like working in the medical field. We actually go next week for the first time and I am very excited to do this project. I think this keeps the students interested in the subject matter.
Many
Race for the Cure
Yes, depends on student interest and willingness of agencies.
no
Always looking, but not sure at this time
Certified Automotive Inc. A very successful group of businessmen across the country.
no
I am open to any business/agency to partner with.
yes, connections being developed at present
Just now starting to develop the internship sites for Spring semester, will need to expand to accommodate 12 students. Considering United Way, Fair Housing, ARC, Friendly Center, St. V's, and more.
I am considering partnering with Lucas County Educational Service Center to offer some type of event for students in special needs classes.
Probably Back Pack to the Future
Undetermined until next semester when the students receive their assignment.
I provide my students with the opportunity to choose the business/agency/person that they want to use to accomplish their service learning project. Therefore, our students will be partnering with a wide variety of businesses and/or agencies in the future!
Texas Migrant Workers
Always on going
Society of Manufacturing Engineers, Elks Trustee, Blanchard Valley Independent Network Group (BVING), 1st Lutheran Council
Always looking for good opportunities for service learning. Nothing else comes to mind right now.
All previously Listed as well as the Toledo Zoo and the Toledo MetroParks
Yes, but at this time I am not authorized to discuss them here.
Yes, I would like to partner with non-profit organizations such as "Mothers against Drunk Driving", "Nursing Homes" "Hospice Care" or other organizations that work to help victims of rape.

Q11 Other Business or Agencies (Continued)

• In May 2010, student organization member, Jenie Thayer volunteered her time at the Beach House, a women's homeless shelter in Toledo, Ohio. She collected donations of items from her family and friends and created Mother's Day gifts for the residents. In addition, she wrapped gifts for the children of the residents that were celebrating upcoming birthdays. • In May 2010, student organization member, Sharelle Smith volunteered her time at a group home for special needs women called Community Residential Services in Oregon. She was able to share many of the skills that she obtained in her FYE class to share with the women that are currently working at Lott Industries but would like to obtain employment elsewhere. Therefore, Sharelle shared with them how to prepare for a job interview and how to answer difficult questions. • Throughout Spring Semester 2010, Meredith Rede helped her fellow classmates study and prepare for exams before and after class. Although, she had other commitments including a family and job, she still made time each week to assist everyone. She has plans to become a SI Leader at Owens in the Fall. • In November 2009, Jenika Torres volunteered her time at The Cherry Street Mission on Thanksgiving Day. She enlisted the help of her father and sister and made it a family affair to help serve a holiday dinner to those in need. • In December 2009, Sarah Mueller, a young mother herself, gave back to the YWCA of Greater Toledo and donated food, children's clothes, maternity clothes, and toys to women and children in need during the holidays. • In December 2009, Natasha Velez, described herself as struggling but not starving. As a result, she reached out to those in her hometown of Defiance, Ohio and established a food drive to directly benefit the local YMCA. The drive yielded 1,000 cans of donated food. • In December 2009, Shanita Lane, a state tested nursing assistant, volunteered her time at a long term care facility, Arbors of Toledo. While there, she found herself singing karaoke with the residents and laughs were abundant. • In November 2009, Rebecca Rich, helped bake and package desserts for a physician organized event at Flower Hospital in Sylvania referred to as "Operation Cupcake". This event collects and ships home baked desserts to soldiers serving overseas that will not have an opportunity to be with their families over the holidays. As a result, of this experience, Rebecca decided that she needed to do more. She cleaned out her closets and donated used clothing to her church to be distributed to homeless individuals in the Toledo area. • In December 2009, Amanda Walton, visited Heatherdowns Rehabilitation Center and read several stories from the book "Chicken Soup". This experience inspired her to pursue a degree in nursing. • In November 2009, Jeff Snyder, volunteered at his church, Christ the King and assembled 96 bags of food to be distributed to needy families throughout the year and referred to as an "Epiphany Dinner". In addition, Jeff volunteered to spend his Thanksgiving serving dinner in the gymnasium of his church to the less fortunate in need of a warm holiday meal. • In December 2009, Ashley Horak, collected 100 pairs of new socks and undergarments for an organization called Hannah's Socks. • In November 2009, Matt Hayes, an Owens Community College Baseball Player, visited the Toledo Seagate Foodbank of Northwest Ohio with his entire baseball team. They assembled food boxes and loaded crates of food to be distributed throughout our area. • In November 2009, Danielle Taylor, Mary Tolliver, and Brandy Tolliver participated in the St. Jude's Research Center 5k walk at Westfield Shopping Mall in Toledo. • In November 2009, Gabbie Cerovski, an Owens Community College Basketball Player, visited Gesu Elementary School in Toledo with her teammates. She had the opportunity to teach first, third, and fourth graders about teamwork and the importance of physical activity. Not to mention, she also served as a role model for the students. They requested that she return with her teammates. As a result, the teams has plans to visit the school weekly with their coaches, Mike Llanas and Stephen Perry. • In December 2009, Elle Harris, visited Corrine's Creative Daycare in Portage, Ohio. Before her visit, she collected books, games, and toys that were age appropriate for the children at the daycare. She was happy to see the delight of the children when she gave them the items that she was able to collect from her friends and family. • In December 2009, Alexa Stroud, volunteered at Whiteford Elementary School in the C.L.A.W.S Reading Program. She helped students that were just learning to read with various activities in the classroom. In addition, Alexa was able to share her personal story of volunteering with her fellow classmates in Foundations for College. Her volunteering experience has spanned over a five year period as a ZOOTeen at the Toledo Zoo. • In November 2009, Jordan Gammoh, volunteered at The Epilepsy Center of Toledo. His mother works there and at the request of the clients, he organized an informational dinner about disabilities and epilepsy for community members. • In November 2009, Emily Babcock, with the help of six of her girlfriends, organized a "food race" to see who could collect the largest amount of food in the shortest amount of time. As a result, Emily was able to donate 60 cans of food to the First United Methodist Church food pantry in Bowling Green. The church was astonished and said it was one of the largest food donations of the year. • In November 2009, David Puterbaugh, with the help of his wife, organized a dinner for 25 people at their church that were donating their time to serve the members of Cedar Creek Church during a Saturday evening service. • In November 2009, William Pratt went back to the federal prison where he was previously incarcerated and spoke to inmates about how he has turned his life around by obtaining a job and enrolling in classes at Owens Community College. As a result, he inspired several of his former prison "buddies" to make plans to attend college and become productive members of society upon their release. With the encouragement of his probation officer, William continues to speak to inmates on a weekly basis. • In December 2009, Erica Spratt volunteered her time at the Wood County Humane Society in Bowling Green, Ohio. She was responsible for mopping floors, brushing cats, and helping families that were interested in adopting cats and kittens. • In November 2009, Tom LaPlante volunteered at Helping Hands of St. Louis Church in Toledo, Ohio. He assisted with the soup kitchen and outreach program. • In November 2009, Derrick Sanderfer, an Owens Community College basketball player, volunteered at the YMCA in downtown Toledo. He spoke to young boys about overcoming obstacles and how he obtained his dream of playing college basketball. • In December 2009, Gerald Riley contacted his pastor and expressed his interest in being a

Q11 Other Businesses or Agencies (continued)

mentor. He had the opportunity to build a rapport with a young man from the inner city as recommended by his pastor and continues to be his mentor.

Q12 Planned Partners
Many
Race for the Cure
Yes, depends on student interest and willingness of agencies.
no
Always looking, but not sure at this time
Certified Automotive Inc. A very successful group of businessmen across the country.
no
I am open to any business/agency to partner with.
yes, connections being developed at present
Just now starting to develop the internship sites for Spring semester, will need to expand to accommodate 12 students. Considering United Way, Fair Housing, ARC, Friendly Center, St. V's, and more.
I am considering partnering with Lucas County Educational Service Center to offer some type of event for students in special needs classes.
Probably Back Pack to the Future
Undetermined until next semester when the students receive their assignment.
I provide my students with the opportunity to choose the business/agency/person that they want to use to accomplish their service learning project. Therefore, our students will be partnering with a wide variety of businesses and/or agencies in the future!
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Always on going
Society of Manufacturing Engineers, Elks Trustee, Blanchard Valley Independent Network Group (BVING), 1st Lutheran Council
Always looking for good opportunities for service learning. Nothing else comes to mind right now.
All previously Listed as well as the Toledo Zoo and the Toledo MetroParks
Yes, but at this time I am not authorized to discuss them here.
Yes, I would like to partner with non-profit organizations such as "Mothers against Drunk Driving", "Nursing Homes" "Hospice Care" or other organizations that work to help victims of rape.

Q13 Other Methods of Measurement

based on the quantity of service and the specific project

Certificates given to students. Students must obtain so many for a capstone project in another course.

Students are to learn about religious diveristy and write a paper on a religion that is unknown to them to gain knowledge with it and to understand there is more to religious diversity than Islam and Christianity.

Students do presentations in class. They use their presentation boards (which they made that includes: pictures, brochures, and colorful embelishments) and share their experience.

Here is an actual part of my project guidelines: As you know your community service during the first year constitutes an important source of discovery and self-evaluation. Your interactions with the organization you chose constitute important moments for examining the values of the community and your own personal goals and values. Compose a reflective essay, 2 pages in length, typed, double spaced, in Times New Roman font size 12, with one inch margins about your community service experience this semester and the new understandings you have derived from it. Include an assessment of the mission of the agency where you volunteered, how your service helped to fulfill the agency’s mission, what you hoped to learn from the experience, and the extent to which your learning goals were achieved. Finally, if you were directing the agency, describe how you might improve the way it functions. Examine the actions you would take as such a leader% 94and how those actions relate to your experience and observation. You will be evaluated on your ability to analyze your experience and present specifics about your own goals and the potential achievements of the agency you volunteered with. Please provide contact information for at least one person that was directly involved in your service learning project, i.e., supervisor of agency. I will call/email that person to verify your participation.

Poster session to share experiences with others in the class and the department.

I have held a design charette inviting important community members to participate in the evaluation process, but I primarily grade the students based on their final project and effort.

STUDENT REFLECTION CLASS PRESENTATION

Class Presentations: students present to their peers their service learning activities and share with them the details of this experience.

Q14 Other group responsible for planning SL

Writing Program Manager- Literacy Committee

Chair is aware of any activity.

Myself

Local elected officials

I plan the activities with the students and the agency/business that they select.

I plan this for my course I teach. There are other faculty that do much more than the select few things my course involves.

Outside groups

Q15 Group Most Responsible for Planning

Writing Program Manager- Literacy Committee

While students can identify an agency/organization they would like to work with, projects are evaluated by agency & faculty and then options presented to students. Sometimes students request to do specific projects that are evaluated by faculty.

This is determined as a part of Education Training. Experiencing the community which involves children. As you know, we ECE people are advocates for children.

The students have a vested interest in the service learning projects because they get to choose where/what/when they will complete the project. Many of my students return to agencies that once helped their families in the past, to give back. They are so grateful!

Q16 Greatest Challenges to Launching SL Project

getting the students to understand the benefits

I have found this to work really well and have not had any real challenges or barriers to completion. Emergency Planning is a field that is underfunded and understaffed so agencies and groups are ecstatic to find and accept the help. Having said that sometimes defining a project scope that is realistic for our students to complete in a semester can be a challenge.

It is difficult to keep all of the students motivated. Some students were very excited and others were "putting in their time". Unfortunately, the most motivated students ended up withdrawing from the class due to personal issues or illness, leaving the least motivated to finish up...in other words, leaving me to finish up.

Transportation

Many of our Social Work students are working full time and raising a family. Taking on their internship is challenging in terms of coordinating their schedules. This is especially true with students who are not available during the day for placements.

The students have a difficult time juggling their schedules. Somehow, they get it done. Of course getting a grade and needing it for graduation is motivation enough.

I have had wonderful success with incorporating service learning in First Year Experience. My students are always so proud of their accomplishments at the end of the semester. For many students, it is the first time they have ever volunteered their time and many like it so much that they continue to give back throughout their college career! That makes me so proud :)

N/A

If I schedule it during class time, it is most helpful. However, that is not always feasible! Getting the coordination between facility and students for off hours and weekends can be challenging, however, I get it done!

The biggest challenge is that students' time is limited. They are almost always willing, but their lives are very full of responsibilities.

Students present lesson plans at the end of April after they have received enough lectures and information to go through the process. The elementary school Standardized Tests are unfortunately around the same time.

I felt really unsure of Owens' policies about service learning and didn't want to violate policies.

Q17 Additional Comments

I would love to do service learning projects as part of my class curriculum. As an adjunct faculty, I had no idea this was an option. I'd like to see a set of guidelines and suggestions on this prior to the next semester, so I can consider if these types of projects would work in my classes.

I understand the inclination of the college leadership to form tighter links with the local community and the advantages to students of service experiences. On the other hand I also am aware of the limited academic preparation of many of our students and the limited amount of class time available to do our jobs as currently defined. I am concerned that expecting a service component in every class or even a significant number of classes will impair our ability to perform our primary functions. I would support a service requirement for graduation and would suggest either a campus wide approach to fulfilling it, or that a specific 1-2 hour class be created along the lines of "introduction to College."

I think service learning is merely a fad. Focus on the academics because students need the basics from a community college.

Service learning would be a fine complement to our existing programs. I hope that service learning initiatives will not be overly structured. Owens students should be asked to find some of their own opportunities, rather than have everything proscribed and secured for them. Independence should always be fostered in the learning process and many of our students rely excessively on following requirements. Personal initiative should be encouraged. I recommend that the committee consider a more open perspective with regard to broader learning opportunities within the community that may not necessarily include a "service" component. Our students need first to be aware of their local community and then engage with personal and group services to the community. We do not yet promote field experiences to any great extent at Owens and I see this as a needed area of personal growth for students. Business, non-profits, hospitals, and community organizations would welcome the interest and enjoy interaction with Owens students. Local field experiences often need transportation services and that support has not been forthcoming at the College! There are many international service opportunities available to students and these should also be explored.

I would like to incorporate service learning into one of my courses, but I'm not quite sure how to go about it. Perhaps we could have an in-service session on it.

It is a great tool to use in helping the student gain experience and make connections for the future. It is also a great way for the community to interact with Owens! Thanks Cy Keiffer

I don't think it's realistic to ask students to participate in activities outside of the classroom. We have a hard enough time getting students to do group work outside of class, let alone asking them to volunteer their time - for free - for another activity. I think this initiative will be a huge waste of employee time and OCC resources.

I have incorporated service learning into a course for the radiography students for several semesters. Though at first, they are overwhelmed because it does require time outside of class, the experience has always ended up to be very positive for them. Many students end up taking their family members, especially their children, so they also benefit from the experience of helping others as well. I think one motivating factor that I have is that the project does count for a significant portion of the course grade (25 - 30%). I have a rubric in place that I ask each student to complete as a self evaluation, and I do the same. We discuss the reflection piece and they must make an association between what they have learned via service learning to how they will use what they learned in the professional setting.

would like to try in the future

I think it is great if it can be contained to a very, very short term event or project.

As an organization we push forth as a core competency the concept of "Social Responsibility". Your presentation of service learning would be a good tie for promoting social responsibility.

Owens is a community college and our students are often learning skills which they perform on or within the community. Persons who come here to receive these services are from a very diverse educational, and economical background. The experience here is often not repeated once they graduate and choose to work in the more profitable sectors of society. We have an opportunity to encourage students to serve their communities after they have reached success in their own lives.

Q17 Additional Comments (Continued)

I recently had a U of Findlay occupational therapy student help me for 20 hours with my ABLE/GED class. It opened her eyes concerning adult education. Previously, she was focused on helping children, and didn't feel comfortable working with adults. I think now she would not be adverse to working with adults in OT.

I believe that this type of learning allows a student to see first hand what the teacher is teaching and often times why they are being taught that way. It gives the instructor insight to how the student is really doing and will perform in the work place.

The questions on this survey are geared toward current faculty practices regarding service learning and focused on voluntary basis. The point is that conclusions reached based on the results of the survey will not include information from faculty who have had service learning experience outside of the listed Owens parameters. On the other hand, perhaps the limitation is intended and further information is to be gathered from other sources.

I think Service Learning is an important aspect of of learning at this level and should be included in all program courses at some point. There are so many opportunities out there for service learning, there is no reason why the faculty, staff and students couldnt reach out and help someone.

We need an office of service learning.

I do not have any additional thoughts to share about service learning and its place at Owens.

I think the formation of a committe to work on this topic is a waste of time. Service learning has been ongoing for years. Creating a committe to "organize" is more busy work that takes away from tasks including service learning. The best thing that can be done is stay out of the way of those who undertake such projects.

Many of my students seem to be having their first experience in service learning when they get into the internship class which is usually their last class before they move on to a 4 year program. It would be great if they had more opportunities to serve in earlier classes. This would give them more exposure to the social service field and help to confirm their career choice.

I would like to see Owens more aggressively partner with local businesses and provide more opportunity for internships.

I absolutely support the idea of service learning. Giving students the opportunity to understand the joy and satisfaction of serving the community will impact future generations. Hopefully many of these students will choose to serve the community well beyond their time at Owens, and will demonstrate that example to their family and friends.

I think service learning is a plus because it gives the students experience and hands-on opportunity to apply learning they have acquired. I do not use service learning because of the classes I currently teach are beginning course.

Internships should be part of the technologies. Students who are getting ready for transfer to universities need to develop adequate reading and study skills. It is more important for them at this point to become competent students. Is the college ready to assume the liability when a student does some major damage during a service learning project? It would be better for the college admin to concentrate on getting back the Nursing Tech accreditation and re-building the college reputation.

i think a service learning project should be included in every aspect of college education. This allows students to see different aspects of learning and engages them in the community. Students become more open minded.

As an adjunct, this is the first time I've heard of Service Learning and the fact that is in place at Owens. I would like to see more inclusiveness between the administration and adjuncts. Many times I learn about programs long after they've been in place. I take my responsibilities as an adjunct very seriously and look for opportunities to more active as an Owens employee. Please let adjuncts know about important programs such as service learning.

I hope we broadly interpret Service Learning to include work on the campus, in local schools, and in some less traditional settings.

I would love to help contribute to the implementation of service learning at Owens. Feel free to contact me at: Brittany Joseph 419-494-1660 brittany_joseph@owens.edu

Ithink it is a good idea to encourage service learning and I will continue to think about ways to incorporate it into the courses I teach.

Q17 Additional Comments (Continued)

<p>I think it would be an excellent addition with positive outcomes. It can help us put the Community in Community College.</p>
<p>I have been incorporating CSL throughout all the semesters I have been teaching as I understand the importance of civic responsibility on academic, personal, and career life experience! I am always able to find the connection between my social and behavioral science classes and my criminal justice classes to community service learning.</p>
<p>If I were full time faculty (I am an adjunct who teaches two online courses per semester), I would be thrilled to be able to incorporate something like this into my I/O Psy class.</p>
<p>I would love to learn more and become involved in service learning with my classes in future semesters.</p>
<p>I think it is a great component of classroom instruction. However, I think with out student population we have to be very sensitive to their time aned transportation needs.</p>
<p>I have no doubt this would be a worthwhile venture, but have not used it since teaching high school 50 years ago when I DID utilize learning situations outside the high school classroom. Most of this would not be applicable at this time.</p>
<p>I would love to see the College institute an acknowledgment of service learning. Perhaps students could keep an online log of their service and receive an award certificate or a letter from the president or provost. It seems like it would fit with the College mission and reinforce the value of such activity. It might be nice to have an online community of instructors who do service learning in their classes. I've been doing it for over 10 years and other than in our department, I'm not sure who else to collaborate with at the College.</p>
<p>The future development of the Urban agriculture Program will rely heavily on a community based approach which will include several possible service learning opportunities. It would be nice to have information about the committee as well as how to sit on that committee and if it would be a conflict of interest for faculty searching for these opportunities which may require financial backing to be on the committee.</p>
<p>Service learning gives students valuable "real world" experience, and should be made available to students whenever possible.</p>
<p>I think service learning is an invaluable experience and would love to do more service learning activities with my students. I have to admit that I haven't done as much digging as I should about Owens' policies (hence my lack of knowledge). It is something I'd like to have more information about.</p>
<p>I think community service should be a requirement for all majors and technologies. The college I attended required 20 hours per year per student. I think this is a good start.</p>
<p>I think service learning should be a part of every course (either theory or clinical) in the School of Nursing. It's good for the community, and we are missing a good opportunity for good PR for our school. The students enjoy it, in my experience. Also, I've noticed that several students have continued working with the agency they were exposed to on a volunteer basis, on their own.</p>
<p>There is no provision in the syllabus / course requirements of any course I have taught at Owens that gives me permission to do any of this.</p>
<p>This survey sounds like it would be cool to get involved. Please send specific an email.</p>
<p>As a adjunct instructor I would love to have my students get involved in projects/class projects or club activities in the community and with employers, but the time element involved in something of this nature is unlimited and uncompensated.</p>
<p>How does one find out about this?</p>
<p>This concept is a great idea and a successful means of getting our message out to the public. As a current student at MUO, I see the power of sponsorship at events across Toledo and the region through the names on the back of event T-shirts/banners The response within the affected community and the outreach, such programs can produce better; name recognition, a more inclusive nature that develops from the community, the we are all in this together concept and would certainly aid in students percetion of The OCC, it works at MUO so it can work at OCC.</p>
<p>I have been using "service learning" for years and I found it very beneficial, stimulating, beneficial, and valuable.</p>
<p>Even though I am an adjunct I would like to become more involved. I would like some guidance about what service learning is and how to participate in it.</p>