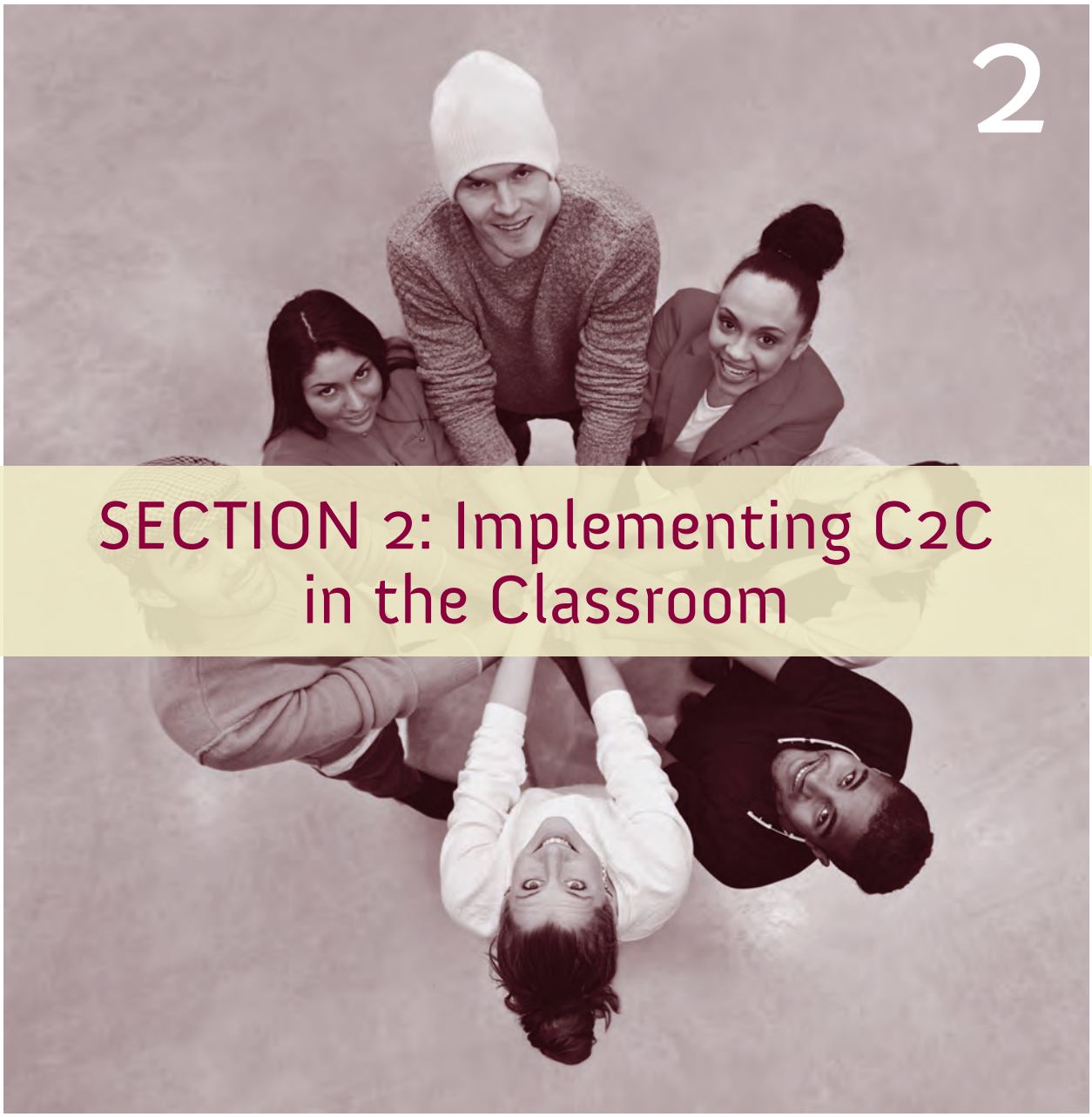
Campus Compact

Meaningful Connections: Service-Learning,
Peer Advocacy & Student Success



SECTION 2: Implementing C2C in the Classroom

A Resource Guide for Integrating the Connect2Complete
Approach into Developmental Education Courses

Service-Learning for a Changing Student Population

College student demographics have changed as vulnerable student populations are able to access college at much higher rates now than they were in the past. This document proposes ways for faculty to re-conceptualize how they integrate service-learning into their courses with a more diverse student population.

BROADENING THE DEFINITION OF "COMMUNITY"

Much of the service-learning literature assumes that college students come from privilege and that faculty wanting to integrate service-learning into their courses must develop partnerships off campus where students can find and engage with the "community" and its needs. However, with a changing student demographic that includes more low-income, first-generation students who juggle financial hardship, family responsibilities, work pressures, and limited time, the typical partnership model that assumes a separation between the campus and the community requires re-examination. As Zlotkowski et al. (2004) write, "The community college can itself be viewed as a community-based organization: It is of, not simply in, a particular place" (p. 79).

Food banks are popping up on campuses to serve students in need, and the impacts of financial inequality, such as cuts to Pell grants, can be felt on campus. To illustrate the dire situation of some students, Wick Sloane, a professor of English at Bunker Hill Community College, proposes paying students to study—students who would otherwise have to choose between study and earning money to eat. Writing for *Inside Higher Ed* (2012), Sloan notes, "I've helped more students with food stamps this year than with College Writing I."

This is not to suggest that community partnership strategies for service-learning should be abandoned, but rather that we can expand our understanding of the community. Some examples of campus-based service-learning projects undertaken by colleges piloting the C2C program include advocating for creating campus-based food banks to address unmet student needs, supporting existing on-campus food banks, developing posters about community resources available to students for a college fair, developing and presenting proposals to campus leaders to address student success needs and campus sustainability efforts, and facilitating a "conversation partners" program between ESL and developmental education students.

STUDENT INTERESTS AS SYNONYMOUS WITH COMMUNITY NEEDS

Just as the campus is a community, student interests can be synonymous with community needs. Although the service-learning literature suggests the need must arise from the community defined as an entity apart from the students, in fact students—particularly those in developmental education at community colleges—can give voice to a community need. Students may therefore choose to initiate a project based on a need that they have identified.

This provides an exciting opportunity to empower C2C students and peer advocates to draw on their experiences to initiate service-learning projects that will benefit both the campus and the broader community. Many pilot campuses included C2C students in decision making about the service-learning experience—for example, by having students vote on service-learning options co-developed by the faculty member and the peer advocates. As a faculty member said, "Involving students in selecting the service-learning project increases their commitment to it."

MAKING SERVICE-LEARNING ACCESSIBLE TO ALL STUDENTS

Service-learning is a high-impact practice for increasing student engagement, but it is challenging to reach students who have other demands on their time, such as jobs and family, and who may lack reliable transportation to off-campus service-learning experiences held outside of class time.

Campus-based partnerships not only can address a community need, they also make participating in service-learning activities more feasible for overburdened students. Other strategies for addressing this challenge include holding part of the service-learning experience during regular class hours and identifying community partners located close to the college.

Integrating C2C into Developmental Education Reform

Administrative activities to reform developmental education course design and delivery have swept the country. This section describes two of the most common campus-based developmental education course redesign and delivery initiatives (Edgecombe, 2011) and describes strategies for integrating them with C2C. (For more information on developmental education reform, see The Community College Research Center (http://ccrc.tc.columbia.edu/) at Columbia University and the National Center for Developmental Education (http://ncde.appstate.edu/) at Appalachian State University.)

It is important to remember that while these course reform approaches are widespread, they are not without critics, and little research has been published on whether they lead to positive outcomes for students (*GAO Report, 2013*). Integrating the C2C strategy of service-learning and peer advocacy into redesigned courses can address some criticisms of the completion agenda as being singularly focused on time-to-degree by offering a high-impact, high-quality pedagogical practice.

ACCELERATED COURSE DESIGN/DELIVERY

Proponents of accelerated developmental education assert that reorganizing developmental education instruction and/or curricula will help students enroll more quickly in college-level math and English courses. Most acceleration strategies fall into two broad categories: course restructuring and mainstreaming.

Course Restructuring

Course restructuring models reorganize instructional time or modify the curriculum to reduce the time necessary to fulfill developmental education requirements. Restructured developmental education courses are typically either compressed for more rapid completion or modularized to focus on specific skills. C2C has been successfully integrated into each approach.

Compressed courses allow students to complete multiple sequential courses in one semester. In the C2C pilot phase, one faculty member used the first compressed course to lay the groundwork for service-learning through readings, reflections, and an exploration of social issues around which to develop a service project. The faculty member followed up by integrating service-learning activities into the second course. This arrangement provided an incentive to participate in the second course to be part of the service-learning experience, while ensuring that students who did not move on to the second course would not disrupt the service project.

Modularized courses accelerate students' progress by customizing instruction, usually via online learning, so that students can focus on the competencies they need for success in a particular academic pathway. One of the piloting colleges implemented the C2C strategy in a modularized math course. In this course, students engaged in service projects related to their math module and peer advocates supported students as they would in any other course. Another college had success with a peer advocate providing video recordings loaded to the online education delivery system.

Mainstreaming

Mainstreaming models accelerate students' progress by placing students referred to developmental education directly into college-level courses. At the time of the pilot, these courses had not yet been widely launched at the participating colleges, but several administrators speculated that C2C could support and even be central to these strategies.

Co-requisite courses involve placing students with developmental education referrals directly into introductory college-level courses and providing additional instruction through mandatory companion classes, lab sessions, or other learning supports. The C2C strategy, when integrated into a co-requisite course, can provide the supplemental support that will aid faculty having to address a much broader range of student ability and preparation in their classes.

Basic skills integration is a form of contextualization that involves placing students directly into college-level occupational courses that integrate relevant basic skills instruction. C2C's service-learning strategy, which focuses on connections between course content and its relevance beyond the walls of the classroom, has real potential to inform the contextual models that connect basic skills coursework to real-world applications.

LEARNING COMMUNITIES

There is promise in learning community models that group students together in cohorts. The cohort structure allows students to progress through a sequence of developmental education courses together with a team of connected instructors. Learning communities can also take the form of linked courses taught by the same instructor or two collaborating instructors, with the same set of students enrolled in both courses.

The C2C strategy complements learning communities in both its pedagogical and its collaborative approach. Service-learning can provide the theme that links the courses together or deliver high-interest content for skills-focused courses. Furthermore, a team of faculty can support one another in integrating service-learning into courses; for example, a faculty member more seasoned with service-learning can mentor a faculty partner with less experience. Peer advocates can support all of these efforts.

Planning & Introducing the Peer Advocate Role

Planning begins after the C2C program coordinator has hired peer advocates and partnered them with faculty. This section provides checklists to guide peer advocates and faculty through the initial planning meetings and introducing C2C and peer advocates in the classroom.

The planning period, which takes place over the course of several meetings, allows the peer advocate and faculty member to co-design a role that integrates the peer advocate into the course. This planning phase allows the peer advocate to "own" her/his role much more than if the plan for the term were entirely created by someone else. The plan is, of course, revisited, revised and evaluated throughout the term. Ideally, the C2C program coordinator attends these planning meetings, particularly if the faculty member or peer advocate is new to the program.

It's important to note that faculty–peer advocate relationships can be challenging, particularly if this is a first experience for either of the two. Faculty members will need to learn how to make space in their teaching for a peer advocate. Conversely, peer advocates will need to learn how to work with a particular faculty member's style—some may provide a lot of freedom and expect the peer advocate to take initiative, while others may expect the peer advocate to integrate in prescribed ways. Ideally, the peer advocate and faculty member will be able to work out challenges through open discussion, but they also can also use the C2C program coordinator, other faculty, and other peer advocates as resources. As with any partnership, flexibility is key.

CHECKLIST FOR FACULTY–PEER ADVOCATE PLANNING MEETINGS

✓ *Make personal introductions*

- Both share biographical/personal information and the peer advocate shares relevant experience.
  - > What has motivated the faculty member to work with a peer advocate?
  - > What has motivated the peer advocate to support students?
  - > What do the peer advocate and faculty member each hope to learn, experience, and accomplish with this partnership? Discuss goals.
  - > What particular assets/interests does the peer advocate bring?
  - > What fears or concerns do the peer advocate and faculty member have about the partnership?

✓ *Establish the role of the peer advocate in the course*

- Review printed materials created by the college and/or Campus Compact describing the role of the peer advocate.
- Work together to determine the role of the peer advocate consistent with the overall goals of C2C as articulated by the college.

✓ *Determine the schedule and purpose of each classroom visit/other activities throughout the term*

- Using a graphic organizer and calendar, map out the purpose/frequency/length of each peer advocate visit to the classroom. Campuses have found that consistent weekly peer advocate participation in the class is beneficial, although peer advocate activities may be more intensive at certain critical points in the term. Be sure that the amount of time the peer advocate spends with the faculty member and attending class sessions is established in advance and is in line with the peer advocate program commitments.

- As peer advocates and faculty work together to develop a classroom plan, flexibility is key. If a faculty member feels that an activity can't be incorporated into the classroom because of time limitations, the peer advocate can think of ways that the activity's objectives may be achieved outside the classroom context. At the same time, the faculty member can push her/himself to make space for the peer advocate.
  - > **Instructor-generated ideas:** When looking at the course outline/syllabus, in what specific ways can the faculty member envision the peer advocate taking a role in particular class sessions? Does the peer advocate feel comfortable with those roles? Can s/he be encouraged? Can the ideas be adapted to better suit the peer advocate's abilities?
  - > **Peer advocate-generated ideas:** What additional ideas does the peer advocate have? Do these ideas help achieve the faculty member's lesson/course or college success objectives?
  - > **Co-created ideas:** What activities might the peer advocate and the faculty member create together?
  - > **C2C program–generated ideas:** Which resources/activities from the peer advocate's C2C training would work as a classroom activity, and which could be utilized outside the classroom? (Some campuses develop workshops that all peer advocates facilitate in their classes, some leave the design of classroom activities up to faculty/peer advocate pairs, and some do a combination of both.)
  - > **Assessing student needs/interests:** Which activities can the instructor and peer advocate plan in advance of meeting students, and which activities may be implemented only after student needs and interests have been assessed? What role can the peer advocate play in helping to assess student needs and student interest in service projects related to course objectives?

✓ *Set up systems for communication/meeting*

- Set up a system for regular communication to debrief past activities, plan future activities, and share student experiences/feedback. For example, face-to-face meetings may occur weekly before or after class.
- Discuss the faculty member's preferred method of communication for addressing issues that arise between meeting times.

✓ *Evaluate the faculty–peer advocate relationship*

- Evaluation of the faculty–peer advocate relationship is ongoing; learning, experimentation, and sharing of feedback are encouraged. Don't wait until the end of the term to discuss what is working well and areas for improvement. In addition to regular check-in meetings, schedule formal mid-term and end-of-term evaluation meetings to discuss the following:
  - > What has worked well?
  - > What could be done differently?
  - > What are some concrete ways students are benefitting from the peer advocate role?
  - > What are additional ways the peer advocate could interact with and support students?
  - > What aspects of the faculty–peer advocate relationship are working well?
  - > What aspects of the relationship could be improved?
- C2C program coordinators may also implement written faculty and peer advocate mid-term and end-of-term surveys.

CHECKLIST FOR INTRODUCING C2C AND PEER ADVOCATES TO STUDENTS

This checklist is to guide faculty members and peer advocates in introducing the goals of the C2C program and the role of the peer advocate to C2C students during the first week of classes.

✓ *Faculty member: Introduce C2C and the peer advocate*

- Explain that the course will have a peer advocate and is part of a national program called Connect2Complete. The purpose of C2C is to support C2C students in the class to reach their goals and to connect with peers, instructors, and the college community and resources.
- Introduce the peer advocate by name and share her/his bio and qualifications, emphasizing similarities to current students.
- Introduce the peer advocate's primary role. Highlight that the peer advocate is the "go-to" person around success as a college student and support with service-learning activities. Peer advocates are not tutors, teaching assistants, or assignment graders, although the peer advocate is available to help students connect with services.
- Explain the peer advocate's role, fine-tuned for the particular goals and objectives of the course.
- Remind students that their peer advocate's contact information and a summary of his or her role appear on the syllabus.
- Demonstrate belief in the power of the peer advocate to support student success by encouraging students to interact with the peer advocate in and outside of class.
- Explain how student involvement with the peer advocate and service-learning is linked to a grade and projects. This explanation can make both the student–peer advocate connection and service-learning experience more successful.

✓ ***Peer advocate: Introduce yourself, your role, and the ways you can help***

- Explain your motivations for serving as a peer advocate in the course.
- Describe some of the benefits of your presence in the class.
- What specific activities will you be doing this term? How often will you be in class? When and where will you be available outside of class?
- Explain that the peer advocates on campus are paid and are supervised by the faculty member and the C2C program coordinator on campus.
- Explain college and C2C program policies regarding confidentiality. This may help to alleviate student concerns about trust and privacy.
- Emphasize that both you and the faculty member are there to support students.
- Provide contact information. Let students know that as their "go-to" person, you can be reached by text, phone, email, and social media.
- Ask for any questions and provide detailed answers.
- Follow up by collecting names and email addresses of your C2C students and sending an email introduction.
  - > The email introduction can include a brochure or student-produced video that includes your role, contact information (including Facebook group and other social media links), and personal information.
  - > The email introduction serves the added purpose of identifying which students need help using their campus email and other online systems.

✓ ***Faculty member and peer advocate: Facilitate community-building activities***

- The first few weeks of class are the critical time to set the tone for the learning environment. During this time, peer advocates and faculty members work together to design and facilitate community-building activities and engage in term-long service projects. (See the following section, Establishing Community in the C2C Classroom.)
- Don't hold off on initiating service projects until later in the term; it is through these projects that students connect with one another, their peer advocate, and their faculty member and form relationships that will benefit them for the entire term.

Establishing Community in the C2C Classroom

This section addresses the reasons for building community in the C2C classroom at the beginning of the term and offers a sampling of activities for achieving this goal.

THE VALUE OF CLASSROOM COMMUNITY

Why devote limited class time to establishing a sense of community? The C2C model emphasizes the value of community through the use of peer advocates and service-learning. Research shows that the single most important factor affecting student retention is a student's connection to peers, faculty, and the college. Here are some important reasons to establish community in the C2C classroom in particular:

- It helps C2C students get to know their peer advocate, which makes it easier for them to trust the peer advocate and approach her/him for support.
- It builds connections among students and between students and faculty.

- It sets the tone for a collaborative and supportive learning environment.
- It models community for service-learning activities with community/campus groups.

ACTIVITIES FOR ESTABLISHING COMMUNITY

The following activities can help establish an early and strong sense of community in the C2C classroom. Faculty may already use community-building activities, in which case they need only to be adapted or expanded to make use of the added dimension that a peer advocate can bring.

Students as Greeters on the First Day (Donna Duffy)

Materials: Labels for name tags and markers
Time: About 10 minutes

In a typical class, on the first day I ask the first two students who arrive if they will serve as greeters to welcome others in the class. The greeters introduce themselves to students, welcome them to the class, and ask them to write out a name tag to put on. Incoming students wonder what is going on, but they appreciate the exchange and the chance to connect with others.

I stand in the back and walk around and begin some conversations. Once everyone is settled I talk about the fact that the classroom belongs to all of us, and we each have a role in creating a welcoming space—including and especially students. I ask the greeters to reflect on their experience and engage students in a discussion about what constitutes a welcoming learning environment for them. I jot down suggestions on the board and then keep a record of them to use as the course progresses.

In the C2C setting, peer advocates can take over facilitating the process of defining a welcoming classroom environment and perhaps send out reminders or surveys as the course progresses. Peer advocates can then expand the discussion to help orient students to the work at community agencies. For example, what constitutes a welcoming space at a migrant worker health center? What are specific ways they can contribute to a positive atmosphere?

Stories of Our Names (Shana Berger)

Materials: None
Time: About 20 minutes

Creating a classroom community and being clear that members of the class are critical to the learning process requires faculty members and students knowing each other's names. Also, sharing stories about names helps students and faculty members to learn about each other's ethnicity, religion, political beliefs, culture, and families. The first week of the course I begin by introducing myself and sharing a few stories about my name (e.g., I was named after photojournalist Shana Alexander, my sister and I have rhyming first and middle names, etc.). Since this exercise models what students will do next, having the faculty member go first helps them share meaningful ideas. In the C2C setting, the peer advocate can share about her/his name as well.

Working in pairs, students then share stories about their own names. A common first reaction from students is that they don't have any stories. For this reason, I provide sample topics they may think about: naming origin story, nicknames, whether you or someone else has changed your name, the story of your last name, cultural naming traditions in your family, how you feel about your name, how you feel about a person you were named for or share names with, images and associations with your name, whether your name suits you, pronunciation/mispronunciation of your name.

One at a time, students introduce their partner to the class and share one story about the partner's name. I remind students to work on remembering their classmates' names. Finally, I ask students to try to recite all of their classmates' names from memory. The peer advocate can volunteer to try this first. The peer advocate may also facilitate one of many name-remembering games involving balls and movement as a final fun activity for students to build community and learn each other's names.

Clock Icebreaker (Donna Duffy)

Materials: White paper plate for each student
Time: About 20 minutes

Near the end of a class early in the term, I hand out paper plates to students and ask them to create the face of a clock on the plate. Students are curious about this, so it generates some energy.

I ask students to walk around the class and set up an appointment with a different student for each hour on the clock. This task involves a lot of milling around and laughing as students search to fill in names. Once everyone has appointments listed for each hour on the clock I select different times and set up questions.

For example, go to your 1:00 appointment and ask the person to describe their favorite place on earth. Go to your 10:00 appointment and share your concerns as you begin this new course. Go to your 5:00 appointment and talk about any projects you have done or observed in your local community. Faculty members can use a variety of questions that will support social exchanges and also tap into issues about the course content. When all students have finished with their appointments, bring the entire class together and have each student share a response from one person they met with. Students seem to enjoy this activity, and it helps them forge links with at least two or three other students in class.

Peer advocates can participate in this activity and gather responses in an online forum. For example, they can collect common concerns for the semester and then help to generate a list of strategies to deal with these concerns. They can also gather examples of projects completed in local communities and use these as a way to engage students in discussions of the meaning and value of service.

Reflecting on Quotes (Donna Duffy)

Materials: Quotes
Time: 20 minutes

A key factor in motivating students is to help them realize that they can create change in themselves and in others through what they learn. Using famous quotes in the early weeks of a course can help to open discussions about attitudes and serve as inspiration and reminders when work becomes more challenging.

Possible quotes:

> *It is not the strongest of the species that survives, nor the most intelligent, but the one most responsive to change.*
>
> Charles Darwin, English naturalist

> *The greatest revolution of our generation is the discovery that human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives.*
>
> William James, psychologist

Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it's the only thing that ever has.

Margaret Mead, anthropologist

I include these quotes on the top of syllabi, and we read them as we review the contents of the course. I then ask students to select a quote that inspires them and to write about why the quote has meaning to them. Students then share responses in pairs or small groups.

This short reflection sets the stage for discussions of how we learn to change as individuals and as a society. It provides a way to introduce ideas about service-learning and the value of being engaged in the broader community.

Peer advocates can follow up on this activity by creating a PowerPoint presentation for the class on ways that agencies in the local area are trying to create change in the lives of other people. This presentation can set the stage for later service-learning projects.

Service-Learning Reflection Activities

(Donna Duffy)

This section offers sample service-learning reflection activities with descriptions of the role for peer advocates with supporting reflection. These activities can be adapted in different ways for various courses and types of service.

MAPPING PRE- AND POST-SERVICE PERCEPTIONS

The use of concept maps at different times in a course can be a quick way for students to reflect alone and together on how their perspectives change as they have different service experiences outside of class.

Before Service

Before the service-learning experience begins, students create a concept map that looks at the key factors that affect the person or group whose issue is being addressed. Students should use a single color to create this map so these initial ideas can be compared with others that follow later on.

To start, students place a person or campus/community group in the center of the map. They then draw lines to other connections they think may be central to the person or group. For example, a student helping at a day care center on campus may draw a child in the center and then list parents, teachers, etc., as key factors in the setting. A student working on an immigrant rights campaign may connect the campaign in the center to government policies or Immigrant and Customs Enforcement. Students can then show possible connections to course material.

During Service

While they are working on the service-learning project, students return to the map and use a different color to add new links or to revise other links and connections. A student may note that parents seem less important at the day care center while other children at the center seem more important than originally envisioned. The student involved in an immigrant rights campaign may note that learning about the experiences of undocumented students is a more important first step than understanding the policy context.

A productive group activity at this stage is to then have three or four students work together to create a joint map. Students compare impressions and craft a map that combines different views. Students get engaged in these discussions and often continue conversations after class is finished.

After Service

At the end of the course students return to their original concept maps and reflect on differences in how they now view the setting. It may be as simple as a stronger affirmation of what they originally expected or it may be a more complicated change in how they see the role of society in dealing with issues of early education or immigration.

An effective closure activity for the class is to have small groups review and revise their joint maps and then create a poster to present key concepts and viewpoints they have gained through the service-learning experience. Each group reports out findings while others note general themes from all groups.

Peer advocates can help to organize the logistics of the mapping experience. They can gather materials for the maps and explain how the maps will help to capture changes over time. They can move around the class during the activities and note similarities and differences in the various maps created. At the end of the course they can create a "Class Map of Learning" that highlights key insights gained. This class map can serve as an important artifact to document the unique learning outcomes from the C2C service-learning experience.

SEEING AN ISSUE THROUGH MULTIPLE LENSES

This approach gives students an opportunity to explore a range of topics (homelessness, aging, youth development, literacy, environmental sustainability, etc.) through a number of different lenses. The goal is to begin with the day in the life of a person with a particular issue and to see what types of resources are available for him or her at the local and national levels. Then students try to connect the issue to topics from a particular course and to reflect on the process.

We often consider an issue from only one perspective and can miss other resources and ideas for improvement. The student's job is to create a case and then try to link back to it while reviewing it through other lenses. The multiple-lens project can be the culminating written assignment for individual students or it can be an in-class project where various small groups contribute to different lenses.

Individual Lens: A Day in the Life of…

Have each student imagine life as someone who is experiencing the selected issue. Ask questions, such as: What would your day be like? What are some of the challenges that might confront you from the time you open your eyes to when you fall asleep? For example, suppose you are a transgender youth who has been bullied at school. How would you spend your day? Or, what would your day be like if you are a low-wage worker or a homeless veteran? Have students create a detailed case study of a day in the life of a person who faces a specific issue.

Local Lens: What's Available Nearby?

Have students visit the town or city website, campus website, or issue-based sites with local information that fits with their individual. For example, towns may have information on local support for GLBTQ youth. Worker Centers for low-wage workers exist in some places. Veterans' websites often offer resources by geographic area.

Instruct students to provide a short summary of key resources and information listed at the website. Ask what they think are the most helpful ideas or activities. If possible, have them interview an individual connected with a local issue to gain more insight regarding what happens at the location. For example, they might talk to classmates or friends who work in nursing homes or in child care centers to gain more perspective about issues in the local area.

National Lens: What's Going On around the Country?

National websites provide a broader range of topics to assist both individuals and communities in improving their situations. Students can review a national site related to their topic, such as the National Alliance to End Homelessness or the Center for Healthy Aging. Have them consider the various programs and materials presented and select one or two to explain in detail. Ask, how does the organization attempt to create social change? What are some ideas that are new to you?

Course Lens: Applying Concepts

Referring students to concepts from the textbook and discussions in class, have them give concrete examples of how classroom knowledge can be useful in confronting the specific topic selected. For example, how can knowledge of math help in reading and comparing local and national statistics on an issue?

Reflections on the Process

Finally, have students reflect on their own learning from the process. Note that as they examined an issue from different perspectives, they used organization, critical thinking, communication, and self-assessment skills. Have them discuss in detail how each skill helped them integrate and understand the various perspectives they researched. Ask, what are some things you have learned through the process of using several lenses to study a topic?

Peer advocates can assist students in selecting a topic that will fit best with course materials and with local resources. If this is a joint class project, the peer advocate can assign different lenses for each group and set up an online system such as Google Docs, so groups can share and build upon the information from each lens. The peer advocate can help students to create a culminating project such as a PowerPoint presentation that will summarize and document overall learning from the group.

MAKING WORK CONNECTIONS

Research by Wraensniewski et al. (1997) states that people see work in one of three ways:

- A job to make money where the activity is not positive or fulfilling,
- A career having a ladder leading to increasingly better positions, or
- A calling with work being a fulfilling and socially useful activity.

The researchers note that people who see their work as a calling report the highest satisfaction with their work and with their lives. Many students at community colleges have jobs but are seeking a different path for their future. Involvement in service-learning provides an ideal opportunity for exploring various options and learning about new possibilities.

Encouraging "Good" Work

Useful tools for reflection in this area come from the Good Project, an initiative to "identify individuals and institutions that exemplify good work—work that is excellent in quality, socially responsible, and meaningful to its practitioners—and to determine how best to increase the incidence of good work in our society." The Good Project website (http://www.thegoodproject.org) contains a wealth of resources for practitioners. The downloadable toolkit has a range of flexible activities that can be adapted for students in a variety of community settings.

For example, one activity involves having a student interview staff at an agency to find out more about the daily work and its meaning for each person. The toolkit provides a set of interview questions, such as: What are you hoping will be the greater impact of the work you are doing? Is there an overarching goal that gives meaning to what you do? Students might collaborate in teams to create a "Good Work in Our Community" video to highlight different agencies in their area.

Peer advocates can help in organizing the projects and in coordinating activities at agencies. They can also assist in disseminating findings to the larger college community or local towns by postings or articles in newspapers.

Engaging Career Counselors

Career counselors have excellent ideas for how to explore and highlight experiences to maximize job prospects in the future. Invite a career counselor to help students learn more about work possibilities at their service-learning settings and ways to best document service-learning experiences for the future.

For example, a student who tutors effectively for 15 weeks at a school could receive a strong letter of recommendation from the school principal. Such letters are invaluable for students applying for advanced degrees in education and for jobs at different schools.

The service-learning setting can provide value to students in helping them figure out what types of work may or may not be a good fit for them. Students often have unrealistic views of what is involved in different occupations. For example, some students who are convinced they want to be teachers change their minds after spending several weeks in a tutoring setting. At the same time, they gain renewed respect for the work teachers do—an important insight for becoming an engaged citizen in any community.

Peer advocates can serve an important role in facilitating reflection about work connections in class and may help in finding additional resources online or from a college's job placement office. Many students who have done service at a community agency often find work at the agencies later on; such students would be excellent guest speakers in a class.

Service-Learning in Developmental Education: Faculty-Developed Course Examples

This section offers four faculty-produced examples of service-learning integrated into developmental education courses, including math, English, and college success courses:

1. Conversation Partners in Developmental English
2. Service & Sustainability for Developmental English
3. Boxed-Up Service-Learning in Developmental Math
4. Grant-Making in a Student Success Seminar

Each example describes the service-learning project and its connection to course outcomes. Course descriptions also include civic learning outcomes and the role of the peer advocate in supporting service-learning, as well as tips for success, sample materials, and quotes from participating students.

Finally, you'll find a chart with brief descriptions of additional service-learning projects integrated into college success and developmental math and English courses. The chart also includes descriptions of connections between service projects and course objectives and the peer advocate role in supporting service-learning.

Faculty-Created *SAMPLE MATERIAL*

CONVERSATION PARTNERS IN DEVELOPMENTAL ENGLISH

Summary

Course Developer: Meg Connelly, Instructor in English, Edmonds Community College.

Abstract: Through a service-learning experience in which developmental English students are partnered with ESL students as conversation partners, ESL students have the opportunity to practice their English and develop a beneficial relationship with a fellow student. At the same time, the service-learning experience addresses key reading, writing, and civic course objectives for the developmental English students.

Project Description

The Service-Learning Experience

Developmental English courses are focused on establishing a foundation in reading and writing skills. By the end of the course, students are expected to be able to write coherent, well-supported essays, read critically, summarize, make inferences, and identify an author's tone and purpose.

The conversation partner curriculum is based on the theme of immigration that provides high-interest content for reading, writing, and discussion. To prepare students for the service-learning experience, I have them take the Harvard bias test, which awakens students' self-awareness. They then write a pre-reflection paper about their own personal prejudices. Next, the students read two opposing op-ed articles on the topic of the border fence between the United States and Mexico. Students identify the thesis statements and claims of each author, summarize, and, finally, connect the facts to their own opinion. With my students immersed in the topic of immigration through readings, a video, and class discussions, I introduce the most important element in the curriculum: the conversation partner.

For this service-learning experience, I invite a Basic Skills ESL class to pair up and meet with my developmental English students during the class period at least four times over the course of the term. This provides the ESL students the opportunity to practice their English and develop a beneficial relationship with a fellow student.

Prior to the experience, I work with students to brainstorm questions for the ESL students and prepare them to serve as hosts and take responsibility for carrying the conversation, including eliminating slang and enunciating. I coach the ESL teacher to work with her students to generate questions about college life and other topics of interest.

After the service experience, the developmental English students write essays describing their conversations with their ESL student partners. Finally, students write post-project reflections about this service-learning experience.

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Civic Learning Outcomes

- Students learn cross-cultural communication skills, such as how to adjust their communication style to adapt to their partners so both parties can be understood. This includes understanding body language, eye contact, and being aware of cultural norms and the challenges of learning a new language. I try to get students to realize that understanding inferences, tone, and purpose are not just things we do when we are reading. We are, in fact, figuring out people and situations all the time.
- Students become aware of the wealth of knowledge present in the immigrant community.
- Students come to understand that immigrants need to be recognized and cared for by our communities.
- Students learn that immigrants, regardless of status, can make positive contributions to their community.

Peer Advocate Role in Service-Learning

- Peer advocates organize, monitor, and participate in the conversation partner activities.
- Peer advocates organize and support writing labs for students to work on their service-learning essays (peer editing parties).
- On one occasion, a peer advocate helped a student write an article on immigration for the college newspaper. The rest of the class was proud that a developmental education student was able to do that. I call that "trickle-across morale building!"

Tips for Success

- Start by establishing contact with the ESL department to partner with an ESL instructor. You'll need to work together with the ESL instructor to arrange concurrent scheduling for the two courses, set class meeting times, and organize the sessions when the two classes come together.
- Try to schedule the peer editing parties so they immediately follow class in order to encourage and facilitate participation.
- You might want to add an extra component, such as attending a citizenship ceremony.
- Take advantage of the energy this project creates. I am repeatedly surprised at the enthusiasm and excitement that floods the classroom on the days we meet with the ESL class.

Student Quotes

"It did change my feelings about people from other countries. It made me think about how they struggle every day and how we Americans just expect them to know how to do things our way and adapt to how we live. That's not how it should be at all."

"I definitely enjoyed this, but what I learned from it is something priceless. I put myself in her shoes and thought how I would feel if my freedom was taken away from me."

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Sample Materials

Useful references:

- Harvard Bias Test (https://implicit.harvard.edu/implicit)
- Article: "$1.2 Billion Fence Adds Little or No Security," by Luis Alberto Urre (http://www.sfgate.com/opinion/article/1-2-billion-fence-adds-little-or-no-security-3766592.php)
- Article: "Building a Wall between Worlds," by Duncan Hunter (http://www.sfgate.com/opinion/article/BUILDING-A-WALL-BETWEEN-WORLDS-3766593.php#page-2)
- Video: "30 Days: Immigration" by Morgan Spurloch (http://vimeo.com/11155073)
- Article: "The English-Only Movement: Can America Proscribe Language with a Clear Conscience?" by Jake Jamieson (http://eng50.files.wordpress.com/2010/01/english-only.doc)

Faculty-Created *SAMPLE MATERIAL*

SERVICE & SUSTAINABILITY FOR DEVELOPMENTAL ENGLISH

Summary

Course Developer: Daniel Griesbach, Instructor in English, Edmonds Community College.

Abstract: Students' learning in English 100, "Introduction to College Writing," is enhanced through the integration of service-learning, community engagement, peer mentoring, and learning communities. These four elements are not "extras" for the course but rather integral parts of the writing process and the student's experience of him- or herself as a developing academic writer. Three genres that lend themselves particularly well to service-learning reflection papers are memoir, evaluation, and proposal.

Project Description

The Service-Learning Experience

In English 100, students learn to write college-level essays in specific genres. They are required, therefore, to be flexible with conventions, content, and development in order to respond effectively to specific contextual and rhetorical situations. Here are three genres that I have found to be enriching when used in conjunction with a service-learning experience.

Service memoir. Students learn to narrate their service-learning experience through the memoir genre. In writing about their service this way, they learn to describe the scene in rich detail; to convey, evaluate, and possibly resolve what they would consider a point of "complication" in their experience (for example, their feelings about service before and after, or their knowledge about the

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community need before and after); and to conclude with the lesson learned. This assignment extends the reflection component of academic service-learning to the essay form and the writing process.

Service evaluation. The object of this essay is to evaluate one's own service experience using specific criteria. In one version, students read Sax and Astin's "The Benefits of Service: Evidence from Undergraduates" (1997). This academic research article can be made accessible to readers in a foundational writing course and raises compelling questions of student success and the role of service in higher education. Sax and Astin find higher measures among student service participants in three categories: civic responsibility, academic development, and life skills. English 100 students' essays evaluate their own service-learning experience based on the academic development measures found in the article, thus focusing their reflection and writing on the question of how service can fit into their own goals for higher education.

Proposal for campus sustainability. In this essay, students propose an idea for improving sustainability on campus, basing their idea on concepts gleaned from a sustainability-themed field trip and/or campus-based service-learning event. When possible, the field trips include a service component as part of the learning. Students' writing meets a real campus need, namely providing student-generated input to the campus Green Team (student sustainability advocates) for student-led sustainability projects. Thus, students have the opportunity to serve not only through a service activity but also through their own writing.

This paper requires extensive preparation, involving community engagement and peer networking. On the field trips, students from English 100 and Anthropology 100 hear presentations from sustainable business and nonprofit leaders in their local community. Small groups combining members from both courses then collaborate on an electronic poster presentation about the sustainable business they visited. During this process, they interact with the Green Team student peer mentors and student mentors from our Learn and Serve Environmental Anthropology Field (LEAF) School. These steps help prepare English 100 students to write their proposals for a more sustainable campus, but also offer a larger set of lasting and meaningful learning experiences.

Civic Learning Outcomes

In these different service-learning writing assignments, I use course readings and multimedia texts to develop concepts of sustainability and civic identity. Julia Whitty's "Diet for a Warm Planet" (2008) and the "Story of Stuff" online videos (available at http://storyofstuff.org/) enable students to see global environmental issues in their daily life. Natadecha-Sponsel's "The Young, the Rich, and the Famous: Individualism in American Culture" (1998) puts American individualism in a cross-cultural perspective that is useful for raising questions of service and community.

Both of the readings are great for discussing concepts of active citizenship and responsibility. They ground global issues of environmentalism and intercultural understanding in daily life. Both the readings and the student writing that stems from them convey how writing is a form of engaging one's community and effecting change.

Peer Advocate Role in Service-Learning

The peer advocate introduces service-learning by coming into the classroom to explain the options students have and telling of his or her own experience with service-learning. Depending on the service assignment, the peer advocate will often lead the service-learning project or join alongside the

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students. The peer advocate also leads the classroom reflection discussion.

The peer advocate I have worked with often raises the question, "What now?"— How can students extend and continue the learning, actions, and perspectives developed during their service experience? The peer advocate also organizes and builds classroom community. An example is an end-of-quarter potluck our peer advocate proposed and organized: students who served and wrote in the areas of food, sustainability, and cultural tradition/transition brought their own dishes to share. All students in the class contributed, and the sense of community was palpable.

The peer advocates attend courses beginning the first day of class. They make themselves available with contact information and "open lab," which is a collaborative space for peer advocates, service-learning instructors, and students to work on projects or seek assistance.

Tips for Success

- Make writing—structured and unstructured, with substantive revision—a mode of deeper reflection.
- Have writing respond to the particular service context and even have a readership outside the classroom. Students are challenged and gain confidence knowing their writing is part of a community or public conversation.
- Collaborate with other faculty and staff on campus to share resources and integrate learning.

Student Quotes

> *"The essay that was written on sustainability in Professor Griesbach's English 100 class provided intrinsic attachment for me. Because the purpose of the paper was to impact and change my local environment as well as receiving a grade, it provided a greater and more meaningful learning experience. Because this assignment involved real-life situations and the possibility to bring about positive changes, it instilled within me an enthusiasm to write and it propelled me to write at a higher level."*

> *"Being involved with the local community and going on field trips to do research brought the writing process into a situation that felt more life-like. Moving out of the classroom setting and doing this research helped me as a writer to become attached to the subject of the paper and to understand the needs and benefits of sustainability more thoroughly. Doing this type of field research helps students to learn how to write papers for other types of college research and for research that is implemented in the work place."*

Sample Materials

The following represent an array of writing prompts I have used as a C2C faculty fellow at Edmonds Community College. They are edited here for brevity; in class, each is accompanied by a packet of writing process activities to help students organize and develop their ideas.

<u>Service-Learning Memoir Prompt</u>

At Edmonds Community College, our Center for Service Learning gives students the opportunity to serve the community and learn while they do so. Service-learning at our school means meeting a real-world need, connecting action to academic learning, and reflecting on the service one completes.

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Write an essay in the memoir genre of a single service-learning experience at Edmonds Community College. Follow our textbook's model of a memoir by describing, evaluating, and resolving a *complication* that you think existed in your service experience.

In reading examples of memoir essays, we'll see rhetorical strategies within the genre that you might like to try adapting to your topic. We'll focus on the idea of developing conflict, or tension, which is at the heart of memoir. In drafting your own memoir, you'll hunt down the conflict that you experienced and develop it in your writing.

Service-Learning Evaluation Description

Linda Sax and Alexander Astin (1997) find that college students' "civic responsibility, academic attainment, and life skills" are, in all the measurements they used, "favorably influenced by service participation." Your essay will craft a causal explanation of these findings, supporting its claims with details from your participation in a service-learning project.

Your thesis should be a direct answer to the following question: From Sax and Astin's study, we know that, on average, service improves certain academic outcomes. Could the Edmonds Community College service experience in which you participated cause favorable academic outcomes? Why or why not? You can imagine your audience being two groups: 1) faculty or administrators who are interested in knowing about students' experiences with service-learning, and whether and how service-learning is valuable for students; and 2) other students who haven't tried service-learning yet, but who are wondering what they can get out of it.

Call for Proposals for Campus Sustainability

> ***Call for Proposals:***
>
> *The Edmonds Community College Green Team is inviting English 100 students to submit proposals for projects that increase campus sustainability. Proposals should focus on a specific change or project that could take place on campus or involve Edmonds Community College students, staff, and faculty.*
>
> *Students' feedback and ideas are essential to the success of the Green Team; therefore a major part of the Green Team members' positions is consulting. These proposals will fulfill two roles: 1) allow the Green Team to act as consultants for the class, and 2) allow students to make fact-based, realistic sustainability proposals that the Green Team could potentially implement.*
>
> *To ensure that the proposals are realistic and feasible for improving campus sustainability, individual Green Team members will be available as an informational resource. Please email any members you wish to consult with and set up an appointment to meet.*
>
> *Proposals must be between 1,300 and 1,600 words and clearly explain the problem addressed, solution proposed, and costs and benefits.*

As campus sustainability advocates, members of the Green Team are tasked with providing information about sustainability efforts on campus, working with faculty, staff, and students to provide service and other involvement opportunities, and recruiting and maintaining volunteers. The Green Team currently consists of four Edmonds Community College students who are located in the Center for Service Learning.

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Write a proposal responding to the Green Team's call for proposals (above) based on an idea gained from the sustainability field trip you attended. Your proposal will be evaluated as your third English 100 essay *and* submitted to the Green Team for consideration.

Faculty-Created *SAMPLE MATERIAL*

BOXED-UP SERVICE-LEARNING IN DEVELOPMENTAL MATH

Summary

Course Developer: Steve Kinholt, Instructor in Math, Green River Community College.

Abstract: In partnership with a local food bank, students organized a campus food drive and practiced mathematical concepts while addressing a need in the community. Data and projects varied with the level of developmental math courses; math lessons from the project were "boxed up" so that they could be easily adapted by other instructors.

Project Description

The Service-Learning Experience

I took the lead on working with other math instructors to develop a service project that could be instituted across varying levels of developmental math courses. In this service-learning experience, students coordinated a campus food drive in partnership with a local food bank. This project gave students the opportunity to practice mathematical concepts while simultaneously addressing a need within the community.

After identifying a food bank in need of donations, students learned about issues of food insecurity and poverty and about the particular needs of the food bank. Students then signed up for different tasks that engaged the students' multiple intelligences and that connected math with the service activities. For example, they conducted surveys to see what students on campus knew about hunger and analyzed the data with spreadsheets; created videos, flyers, and posters to promote the food drive (including statistics); developed line graphs, pie charts, and bar graphs to display progress of collection efforts; and wrote news articles that included statistics to share the outcome.

The application of the food drive to the courses varied, since different levels of developmental math were involved. The highest-level course analyzed data provided by the instructors on local and global food insecurity and used the data to do a linear regression graph in order to make predictions about possible food insecurity issues in the future. In lower-level courses, the food insecurity data was worked into math problems that focused on tables, graphs, and charts. All levels were required to report on the mathematics they learned and to assess the importance of the service-learning project itself. The project helped students discover ways that mathematics can be used to assess the needs of food banks, understand social problems in general related to hunger, communicate the need to the

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public, determine ways to analyze how a project such as this is progressing, and report the outcomes in mathematically meaningful ways.

Community college students at the developmental level come from very diverse backgrounds. We found that many students had previous experience doing volunteer work in their communities, and they were valuable resources in helping with the logistics of the food drives. Some students also shared that at various points in their lives, they needed to use food banks. One student even shared his experience with being homeless. All of this made the service-learning project much more personal and powerful for the entire class.

Civic Learning Outcomes

- Through a presentation and discussion with staff from the local food bank, students learn about the root causes of hunger.
- By taking on various tasks to run the food drive, students learn about shared leadership.
- By using math statistics to raise awareness about hunger issues and track food drive progress, students learn that math concepts can be applied to promoting civic work.
- Students develop a feeling of caring for the community.

Peer Advocate Role in Service-Learning

- Peer advocates assigned to each math course worked together to lead the project.
- Peer advocates recruited C2C students from their classes for the different food drive responsibilities and coordinated those activities.
- Peer advocates helped students problem-solve challenges with the food drive.

Tips for Success

- Perhaps the biggest challenge we had in this project was convincing mathematics faculty that service-learning can be a component of math classes. Many of our instructors had thought of service-learning as applying only to the social sciences. What helped us was to pilot test the project and then develop the mathematics lessons in such a way that they could easily be handed over to another instructor for implementation, saving them most of the preparation work. We refer to this as "boxing it up."
- It is important to help instructors up front understand the difference between service-learning and volunteer work. Many mathematics instructors may not be aware of the critical components of service-learning, especially the importance of purposefully linking the project to the mathematics learning outcomes of the class.
- In the future, I would start by asking students to share experiences they have had in their personal lives and then let the class pick a particular service-learning project. The mathematical content described in this document could easily be adapted for something other than a food bank project.
- Finally, finding and training good peer advocates is critical. Having good peer advocates to lead the logistics of the project will free the instructor to concentrate on integrating mathematics lessons into the service-learning project.

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Student Quotes

"This project raised my confidence level in math. Also, I became much more comfortable in working with others."

"I learned how to analyze data using regression analysis to predict what food insecurity might look like in the future. Service-learning projects are great for communities and society because they help people in severe need. They also help the helpers learn how to best apply their skills, time, and energy."

"It was nice to see the connection between the math we do and a real-world problem. I also didn't realize that hunger was much of a problem in the U.S., but this opened my eyes. This is an important project because it forces us to recognize the problem. The first step in solving a problem is recognizing that there is a problem, so just raising awareness was beneficial for all involved."

"It helped me understand how math can relate to everyday life. It also made me more aware of hunger insecurity and showed me how I can help."

"I enjoyed being able to connect our math lessons to the real world; participating in things like this always has a personal impact on me. I'm so lucky in my life, while I never forget that others aren't as fortunate. It is always impactful to see this firsthand."

Sample Materials

MATHEMATICS MENU
Math Meets Civic Engagement—Supporting the Auburn Food Bank!

Here are some ways you can help the peer advocates (who will lead the efforts) with the food drive. You will need to sign up for the tasks you would like to participate in at the Service Learning Center, Lindbloom Student Center, 225.

Advertising & Promotion:

If you are artistically gifted or interested in getting information to the public, you could help with advertising and promotion. In this section of the food drive, you will be in charge of building awareness and motivating the public. You can help design an advertising or promotional item that will inform the campus about the importance of the food bank and provide specific information about the food drive itself. You can also help design a visual display that will periodically inform others about how the food drive is progressing. You will have many opportunities to get some service hours before, during, or after the food drive. Here is a list of possible tasks you could participate in.

Before the Food Drive:

1. Set up and organize a display case to show the public the importance and progress of the food drive.
2. Create and distribute flyers informing students of the food drive.
3. Decorate boxes for the food collection tables and separate departments.
4. Create a large food drive banner.

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5. Create table banners for the food collection tables.
6. Create food drive posters with local and worldwide information on hunger.
7. Create big posters for important buildings such as the Mentoring Office, Cedar Hall, the Library, and the Science Building.
8. Create signs saying, "I supported the Food Drive," where we can take pictures of students who donated to add to the website.
9. Create thank you memorabilia to pass out to students who donate (pin, card, or any other item that can say "thank you").

During the Food Drive:

1. Create a visual display that will periodically inform students of food drive progress and update it. One option is a large thermometer or food can that starts at zero and climbs to some predetermined goal.
2. Create and display statistical analysis, such as pie charts that show food collected by category or line or bar graphs that show progress over time.

After the Food Drive:

1. Create thank you cards for the departments that allowed us to set up a food collection box as well as anyone else who helped make our food drive a success.

Collecting, Sorting, or Distributing Food:

If you want to get to know the student body or help get food for those in need, you can help with collecting, sorting, or distributing food. In this section of the food drive, you can help with food-collection efforts here on campus or perhaps near where you work or live. You might also want to help sort food items before they are delivered to the local food bank. There might also be opportunities to sort and distribute food at the food bank.

During the Food Drive:

1. Set up a table on campus to help educate campus about hunger issues and collect food donations.
2. Count food items collected.
3. Keep track of the number of items collected by category (e.g., using a spreadsheet).
4. Sort the food items for the Auburn Food Bank.

Faculty-Created *SAMPLE MATERIAL*

GRANT-MAKING IN A STUDENT SUCCESS SEMINAR

Summary

Course Developer: Sandie L. Crawford, C2C Program Coordinator/Assistant to the Dean for Retention Initiatives, The University of Akron (a four-year institution that learned about C2C mid-way through the pilot phase from Ohio Campus Compact).

Abstract: As a part of the C2C program, developmental education students who were enrolled in a Student Success Seminar participated in the Ohio Campus Compact Pay It Forward project. Through the project, funded by United Way, Ohio Campus Compact provides small grants to course instructors so students can become engaged in a grant-making process. Teams of students were partnered with a community organization, and through research and site visits, they learned about the needs of the organization, developed funding proposals, and competed with their peers to have their proposal selected for funding by a panel of community leaders. The project succeeded in connecting course topics to personal and career goals.

Project Description

The Service-Learning Experience

The Student Success Seminar is an orientation course designed to help students transition to college successfully and to equip them with the necessary academic and social skills to become confident, independent learners. My teaching objectives are focused on helping students identify ways that the course topics relate to real-life personal and career goals. More specifically, I structure my course to help students contextualize their learning in ways that facilitate a better understanding of the connection between academic success, career readiness, and service-learning.

I incorporated service-learning into my course as a means for students to be actively involved in relevant and meaningful learning experiences and to expose them to nonprofit organizations as potential career options. I asked students to approach their service-learning through the lens of their intended major. For example, if a student was interested in journalism, what role could she play in the organization using her major (e.g., writing or editing a newsletter, fund development)?

The Pay It Forward project was an excellent vehicle to achieve this goal. Through the project, Ohio Campus Compact provides small grants to university course instructors, and students become engaged in the grant-making process. Teams of students were partnered with one of three organizations: ACCESS, Inc., Akron Urban League, and Head Start. Students then learned about their organization and its needs through research and by interviewing organization staff. Finally, students created presentations to advocate for funding for their respective organizations before a panel of community representatives. Students simultaneously engaged in service projects identified by each organization.

Civic Learning Outcomes

- Students cultivated an understanding of how their major or career choice can be used to act in socially responsible ways.

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- Students learned strategies for understanding the needs and assets of people in their own communities.
- Students developed public speaking, writing, decision-making, budgeting, teamwork, and evaluation skills.

Peer Advocate Role in Service-Learning

C2C peer advocates attended weekly class sessions to support students with coordination of site visits, volunteer activities, and preparation for the Pay It Forward group presentation. Peer advocates also accompanied students on site visits.

Tips for Success

- First, determine if your local area has a Pay It Forward program and meet with the representative before the start of the term to seek permission to participate in the program. Alternatively, an instructor could partner with a local funder to develop a project where students assist with established grant-making processes or identify other ways to raise funds to be distributed through a grant-making process.
- Work with your college's Community Engagement/Service Learning Office to coordinate outreach efforts to local community organizations to avoid inadvertently stepping on someone's toes. It is important to know who from your college is working with whom.
- The Pay It Forward project is time-consuming and takes on a life of its own. Allow ample time for students to work together in class to prepare for their presentations.
- To keep students on track, and accountable, I created discussion forums via our online learning management system. Each student was required to post to the forum by responding to the following prompts:
    1. State specific things your team is doing well.
    2. State your role on the team and your contribution for this week.
    3. Offer specific suggestions that will help improve the group's presentation.
- To promote and ensure equal team member participation, I provided students with a rubric at the start of the semester and reviewed the rubric with the class to outline expectations. Students were instructed to use the rubric as a guide to determine whether each member contributed substantially. Students submitted the completed rubric along with the Pay It Forward assignment. Teammate participation was calculated as a part of students' final grade for the project presentation.
- Lesson learned: I assigned too much class work in addition to the Pay It Forward project. In retrospect, I would eliminate a few assignments and reconfigure the grading scale accordingly. Students wholeheartedly worked together on the project and produced excellent presentations. However, because of the amount of work involved, many students focused on the service-learning project activities and tended not to complete related assignments.

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Student Quotes

In a post-project survey, students' responses revealed the following:

- As a result of participating in the course, students indicated they are more positive about being at The University of Akron and are more likely to continue as a UA student until graduation.
- When questioned about how the course may influence future philanthropic activities, students indicated they intend to volunteer now and in the future.
- Students indicated that having actual money to give away increased their motivation and made the service-learning experience more realistic and rewarding.

> *"There are many good people, regular people who need help. It wasn't hard to do what we did."*
>
> *"This project has set students up to learn skills they can take with them to other classes throughout their college career. I think this project was able to teach students multiple concepts, such as philanthropy, working in groups, professionalism, and research skills. Not only did this project teach the students these skills, but it also benefitted my personal growth as a student."*
>
> *—C2C Peer Advocate*

Sample Materials

A collection of Campus Compact resources for student philanthropy:
www. collegestudentphilanthropy.org

A guide for preparing for site visits to potential grantee organizations:
www.inspiredphilanthropy.com/pdf/PreparingforSiteVisits.pdf

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The University of Akron Pay It Forward Student Philanthropy Initiative—Presentation/Project Rubric[1]

Overview of project: Student groups will compete for the Pay it Forward (United Way of Summit County) grant of $500 to distribute to a nonprofit organization of their choice in the Akron area.

Organization Name: _____

Team/Proposal: _____

Category	Poor (1)	Fair (2)	Good (3)	Excellent (4)	Notes
1. Students developed a professional, persuasive, and highly innovative presentation advocating for the need of their nonprofit organization. Example: Fundraising? Volunteer projects? • Raised awareness of the proposal • Made the proposal "come alive" • Advocated creatively for their nonprofit					
2. Students developed a relationship with and explained their organization's needs.					
3. Students demonstrated adequate research through investigating, learning, understanding, and questioning the organization they selected and the program they were advocating for.					
4. Student group demonstrated ownership and passion for the organization, essentially acting as a de facto employee.					
5. Student group presented enough information for you as a panel member to recommend a funding decision. Was the student group able to answer any questions the panel had?					
6. Sustainability of proposal: Potential for laying groundwork for further development or wider application.					
7. Student group submitted a quality multi-modal presentation. Presentation is clear, sufficiently developed, directions followed, etc.					
Additional notes/comments:					

1. Created by Dr. Theresa S. Beyerle, The University of Akron; used with permission from the author.

ADDITIONAL SERVICE-LEARNING PROJECT OVERVIEWS

Table 2-1. Sample C2C Service-Learning Projects

Additional service-learning projects for developmental English, developmental math, and college success courses drawn from C2C colleges.

College	Service-Learning Project	Connection to Course Objectives	Peer Advocate Role in Service-Learning
DEVELOPMENTAL ENGLISH COURSES			
Edmonds Community College	**Mapping sustainability:** Students participate in the creation of an interactive website, "Mapping Sustainability," which uses a Google Maps presentation to publish students' community-based research into local sustainable food sources. (See http://www.edcc.edu/sustain/map/.)	This website is a collaborative, student-created and peer-advocate-led research writing and publication project that originated in an English-Anthropology learning community. Students in this class and in subsequent stand-alone English and Anthropology courses learn to use anthropological field-work research methods to write short essays about local sustainability that they then publish online using an interactive Google Maps presentation.	The peer advocate: • Presented the website and assignment to the class. • Supported students in finding examples of sustainable food sources. • Collected and published the essays. • Led reflection after presenting the published essays to the class.
Cuyahoga Community College	**Reading for the blind:** Using the college's Recording & Art Technology Department studio, students audio-recorded book readings that were later transcribed onto CDs and then shared with blind preschool children attending the Cleveland Sight Center.	Students in this developmental English reading course test at a 4th grade reading level. The course focuses on improving reading skills and confidence. To be prepared for the recording, students read aloud in class as practice, which raises their self-esteem and improves reading levels. Students write reflective essays about their experiences.	The peer advocate: • Organized logistics to partner with the Recording & Art Technology Department. • Helped students locate and choose books from among those identified by the Cleveland Sight Center. • Facilitated reflection.
Cuyahoga Community College	**Identifying community resources:** Students developed booths to provide the college student body with information about community resources in a range of issue areas, from child care to veterans' services. Staff from agencies working on each of the issues presented to the class. Students split into groups to research each resource and assembled tri-folds with information. They organized a day to display the tri-folds in the student services building and answer students' questions about available services.	This service project required students to conduct research, summarize information presented by speakers, and write short essays based on research that created the content for the community resource tri-folds. Since the projects served a purpose that students cared about, students' writing improved. Students held each other accountable in their small groups; if someone was missing from class, they immediately got a phone call from their peers.	The peer advocate: • Conducted outreach to community organizations. • Coordinated community organizations' visits to the class. • Facilitated reflection.

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College	Service-Learning Project	Connection to Course Objectives	Peer Advocate Role in Service-Learning
DEVELOPMENTAL ENGLISH COURSES			
Cuyahoga Community College	**Community gardening:** Students planted a tulip garden on campus.	Students read the novel *Seedfolk*, a story told by characters of diverse ethnicities living in Cleveland, OH. The story is about the transformation of an empty lot into a vibrant community garden, and each character's own transformation. Students wrote essays tying together reflections on the book and their service experience, meeting the course objective for the genre of descriptive writing.	The peer advocate: • Brainstormed with students to identify the service project. • Worked with the C2C coordinator to get supplies. • Worked with the college to identify a location for the campus garden. • Planned and organized and the gardening event.
Cuyahoga Community College	**Tutoring elementary school students:** Students mentored and tutored children at a local elementary school in an after-school program.	Students kept journal notes about their experiences at the elementary school. When the semester came to a close, they wrote reflection essays on their experiences.	The peer advocate: • Worked with C2C students and the C2C coordinator to identify and select a community partner. • Facilitated reflection. • Coordinated logistics.
Miami Dade College	**Advising high school students:** Students wrote letters to high school students at risk of not graduating about a) what they know now about life that they wished they knew while in high school, and b) ways that college can be accessible financially and academically. The high school students were asked to write similar letters to students in middle school.	The letter-writing activity was used to emphasize memoir writing skills (since students were asked to reflect on their experiences in high school) and the skill of using details with writing.	The peer advocate: • Helped to identify organizations working with at-risk high school students. • Facilitated an ice-breaker where students shared their high school experiences. (The peer advocate shared experiences as well.) • Facilitated a brainstorming session about what might be included in the letters.
STUDENT SUCCESS COURSES			
Miami Dade College, Broward College	**Raising awareness of homelessness:** Students prepare meals for the homeless and learn about issues of homelessness. To become familiar with the issues, students develop a monthly budget to meet specific needs with limited income, which typically leaves them short of funds for rent or meals. A Homelessness Speakers' Bureau staff person dispels myths of homelessness, and two formerly homeless individuals (sometimes college students) tell their stories and answer questions.	The service-learning process of preparation, action, and reflection develops attitudes that provide a general foundation for college success. For example, service-learning helps students develop the knowledge and attitudes for social and life management skills.	The peer advocate: • Led budgeting activity. • Gathered supplies for the service activity. • Helped facilitate reflection activities.

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College	Service-Learning Project	Connection to Course Objectives	Peer Advocate Role in Service-Learning
STUDENT SUCCESS COURSES			
Tallahassee Community College	**Preparing career day materials:** Students created posters highlighting four elements of a specific career and gave the posters to a local elementary school for its career day display. The elementary school students sent a video and letters back to the college students highlighting what they learned from the posters.	College Success courses are designed in part to build and reinforce skills necessary for college and career success. Students start out by taking a career interest assessment and research four elements of a career of their choice. Students then create the posters that are shared with the elementary school. Students discuss the value of sharing knowledge with younger generations.	The peer advocate: • Assisted students with completing the career assessment and choosing a career to research. • Assisted with facilitating reflection.
Broward College	**Terracycling campaign:** After learning about sustainability issues, students in a developmental reading and college success learning community participated in the college's "terracycling" campaign, which works with TerraCycle, a company that uses pre- and post-consumer waste to make consumer products. Students developed awareness brochures and presentations, enlisted off-campus companies to participate, scheduled and facilitated collection, and packaged materials to send to TerraCycle.	Students are asked to complete assignments that link sustainability-themed readings with personal, academic, and professional success. Students participate in the terracycling campaign and connect it with other campus initiatives by interviewing campus "sustainability superstars." The term ends with a celebration potluck with ethnic dishes, including one sustainably produced or distributed ingredient. Students bring their terracycling donations to the celebration. Students and faculty read poems and short prose related to sustainability concepts.	The peer advocate: • Presented the service-learning activity with the instructor. • Supported students in developing brochures and presentations. • Coordinated processes for interviewing "sustainability superstars," enlisting off-campus companies to participate, and collecting waste products.
DEVELOPMENTAL MATH COURSES			
Green River Community College	**Safe driving campaign:** Students gathered data about the dangers of texting while driving. They set up tables on campus to present the data through creative quiz questions and encouraged students to sign on to the "No Texting While Driving" campaign through DoSomething.org.	Students were asked to gather data on texting while driving. Data was worked into math problems tied to math concepts being studied.	The peer advocate: • Presented the service-learning activity with the instructor. • Assisted the instructor with developing the math problems tied to math concepts being studied. • Coordinated and oversaw the tabling activities. • Participated in evaluation of the project and proposed improvements.
Green River Community College, Lorain County Community College, Broward College	**Math tutoring:** Developmental math students tutored other students in the college's tutoring center, an early-college high school, a local elementary school, or a community organization. A faculty member worked with campus/community partners to be sure that tutors were partnered with students in a lower-level math course.	Developmental math students often come to class with fear about their ability to pass math courses and with the attitude that they are not cut out for math. Providing students with the opportunity to tutor others builds the tutors' math knowledge and math confidence while helping students at a lower level.	The peer advocate: • Introduced the service-learning activity. • Organized tutor training for the math students with the tutoring center. • Created and maintained a master schedule for tutoring. • Collected paperwork, including pre- and post-service reflections and tutoring hour logs. • Participated in evaluation of the project and proposed improvements.

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