



Canadian Alliance for Community Service-Learning  
l'Alliance canadienne pour l'apprentissage par le service communautaire

# A Comprehensive Framework for Community Service-Learning in Canada



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# A Comprehensive Framework for Community Service-Learning (CSL) in Canada

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## 1. Introduction

***“Community Service-Learning effectively mobilizes the intellectual and human resources of post-secondary educational institutions to address significant social, economic, environmental and health challenges at the community level.***

***It does this in ways which are connected to and consistent with the core academic mission of universities and colleges.”<sup>1</sup>***

With these words, the Canadian Alliance for Community Service-Learning has chosen to define CSL as a way of mobilizing universities and colleges to address community issues that is at the same time consistent with the core academic mission and purpose of these institutions.

Such an approach is particularly useful in trying to explain the value of CSL to institutional leaders (by mapping this work directly to the core academic mission), to communities (by highlighting the mobilization of resources to address relevant issues), and to educational and governmental policy makers (by showing the relevance of CSL to public policy).

This formulation was crafted in 2008 in order to explain more clearly the benefits of CSL in terms of both educational outcomes and community outcomes. Originally the Alliance was focused on demonstrating clearly the academic and pedagogical value of CSL as a form of experiential learning that generated important and unique learning outcomes. This was very valuable in the first phase of the Alliance’s work in order to establish the legitimacy of CSL as pedagogy and not simply as a nice but peripheral form of volunteerism or community service for post-secondary students:

***“Community Service-Learning (CSL) is an educational approach that integrates service in the community with intentional learning activities. Within effective CSL efforts, members of both educational institutions and community organizations work together toward outcomes that are mutually beneficial.”<sup>2</sup>***

While this earlier definition also makes reference to mutually-beneficial collaboration between higher education institutions and communities, the models and materials developed by the Alliance in order to provide “technical assistance and knowledge for the National University-Based Community Service-Learning

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<sup>1</sup> *Canadian Alliance for Community Service-Learning, 2008*

<sup>2</sup> *Canadian Alliance for Community Service-Learning, 2006*

Program"<sup>3</sup> concentrated on developing programs of CSL from an institutional perspective. As this work progressed with the support of the J.W. McConnell Family Foundation, we realized that explaining the value of service-learning from a purely academic perspective was both challenging and incomplete. Community Service-Learning was perceived as more complicated, as more expensive, and as potentially challenging traditional models and definitions of knowledge and teaching. We needed to develop better ways to document the academic gains that students experience, and we needed to broaden the scope of our understanding of key outcomes beyond the academic arena.

There were also significant challenges from the community perspective. CSL was often perceived as being an imposition, insensitive or unresponsive to agency needs, and episodic in character, lacking continuity<sup>4</sup>. As well, relationships were often structured unilaterally between specific organizations and courses or departments, and the institutions did not seem to be engaged with groups or processes to look at community needs, questions, or concerns more broadly. The Alliance began to work towards bridging these gaps, engaging the community sector more directly and creating more reciprocal partnerships.

In order to move forward in promoting what we believed was an extremely important and valuable innovation, the Alliance sought a more comprehensive definition of CSL, one which not only identified mutually-beneficial outcomes for educational institutions and community organizations, but which was also more open and explicit about the benefits participating students themselves were achieving.

In reading and listening to stories of student experiences, it was clear that CSL was doing much more than simply enriching their learning experience. Students were excited about the opportunities to create real change with communities. They were learning about community issues in whole new ways, ways that could not be achieved through publications and classroom teaching. They were also acquiring and enhancing specific skills and competencies and developing an awareness of career opportunities and personal and professional development paths they may not have been previously aware of.

We also discovered that many CSL projects and activities had been initiated by students through their own interests or connections to communities. Discovering these opportunities to enhance their learning and contribute skills and knowledge on their own, they were then supported by their teachers and institutions, often leading to the formalization of such programs within departments and faculties.

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<sup>3</sup> *A Proposal to Provide Technical Assistance and Knowledge for The National University-Based Community Service-Learning Program, Canadian Association for Community Service-Learning, Sept 2004*

<sup>4</sup> *For an example see The Unheard Voices: Community Organizations and Service Learning, edited by Randy Stoecker and Elizabeth Tryon, Temple University Press, 2009*

We therefore sought to create a more **comprehensive** view and definition of Community Service-Learning that presented a fuller picture of the activities, benefits, and outcomes of CSL from the point of view of all three key constituencies: **Institutions, Students, and Communities**. We felt that such a model could contribute to the design and evaluation of CSL programs and generally help to advance its promotion and development.

This then was the origin of a project to create a **Comprehensive CSL Framework** that would help to integrate our models and knowledge of CSL for all three constituencies, exploring the convergence of mutual benefits and outcomes that we believe is created uniquely by Community Service-Learning.



#### **Notes for Clarification**

1. None of this should suggest that CSL practitioners and researchers were not aware of the importance of understanding the full range of outcomes, but most models approached the issues from a single perspective, usually academic, and we felt that the inter-relationships and interactions had not been fully explored in a single comprehensive framework. In the detail that follows you will see that the ideas and content that underlies this framework are not new and were developed through the work of many practitioners over many years.

2. Community Service-Learning may not be unique in its potential to create collaborative community benefits through the engagement of post-secondary educational institutions. **Community-Based Research** (CBR) has many of these same characteristics, and many strong CSL projects include research components and vice-versa. However, given the subtle but important differences and approaches of these two movements this is beyond the scope of the present paper.

## 2. Purposes of a Comprehensive Framework

In order to more fully introduce the Comprehensive CSL Framework, it may be useful to describe in more detail the origins of the idea and some of the potential purposes and audiences for such a model.

The Alliance is constantly being asked for comprehensive models or frameworks to help establish Community Service-Learning programs in post-secondary educational institutions. While a large amount of detailed reference material exists describing various aspects of creating or managing programs from an institutional perspective<sup>5</sup>, we felt that a simpler, more generic document that placed the overall concepts and benefits in a more concise form would be useful to a variety of audiences including senior education leaders, faculty members, and administrators.

As mentioned earlier, Voluntary and Non-Profit Sector leaders do not usually perceive CSL as a mode of mobilizing resources to the community. Instead, they are often pre-occupied by a distrust of institutions of higher education, often resulting from unfulfilled expectations and miscommunication in prior research or service-learning initiatives. In fact, we do a very poor job of including the perspective of community organizations when defining and planning our work. Therefore, we need to identify the potential to create more specific community outcomes as a basis for soliciting more support and engagement in CSL from the community sector.

In addition, this articulation of community outcomes may be critical to attract new funding to support CSL in Canada. Most government and foundation funding is predicated on addressing specific problems. Funding is then directed to proposals that are seen to be most directly addressing these issues. CSL is an important mode of mobilizing knowledge and human resources to address community issues, but as these activities are inherently very diverse and do not focus on any single issue area, this is often overlooked. The Alliance hopes that the framework will define more clearly the ways in which CSL projects and activities create outcomes at the community level and thereby help position this work for funding. Even if universities and colleges themselves are seen to be beyond the scope of such funding initiatives, it may be that community-based organizations can qualify for funding towards their role in supporting CSL projects if they can tie this more directly to specific outcomes.

CSL refers to a complex and diverse set of activities, with varying models and nomenclature, and is therefore often understood in different ways by different constituents and practitioners. The Alliance believes there is value in a more

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<sup>5</sup> See CACSL website *CSL Tools and Resources* at <http://www.communityservicelearning.ca/en/resources.htm>

generic and visual description to explain the work more clearly and consistently to diverse stakeholders.

Most CSL literature focuses on measuring academic performance or (more often in the U.S.) outcomes associated with “civic engagement.” In addition to academic learning outcomes, students also achieve significant outcomes in terms of skill development and competencies, workplace experience, understanding of non-profit management and governance, career development, and fulfillment of their “change the world” aspirations. Often these outcomes are ignored or trivialized as being beyond the interests and role of universities. These are important outcomes that should be intentionally cultivated and celebrated and they are therefore incorporated explicitly in the comprehensive framework.

The Alliance also believes that a framework that is more explicit about student outcomes will position CSL as an important strategy to enhance “student engagement,” the term that is often used in post-secondary education to describe issues related to student recruitment, retention, and satisfaction as well as quality of education. We also believe that positioning and defining students more prominently as key constituents will help set the stage for their undertaking more of a leadership role in this work.

Showing interrelationships and interdependencies between institutions, students, and communities in creating mutual benefits is the most important objective of the Comprehensive CSL Framework, and so we hope that the following will provide an important perspective that will help to create a broader and more comprehensive understanding of Community Service-Learning in Canada.

### **Defining Constituencies for Service-Learning**

It is encouraging to note that others are also considering the importance of looking more broadly at who are the constituents of Service-Learning. Other work that Clayton and colleagues are developing includes a model for ***Differentiating and Assessing Relationships in Service-Learning and Civic Engagement***, with a five constituent framework defining relationships between Students, community Organizations, Faculty members and Administrators, and Residents(including clients) known as SOFAR.

See ***Appendix 1*** on pages 41-43 for an excerpt that describes the evolution of defining stakeholders and constituents for Service-Learning from a forthcoming publication in the Michigan Journal for Community Service-Learning.

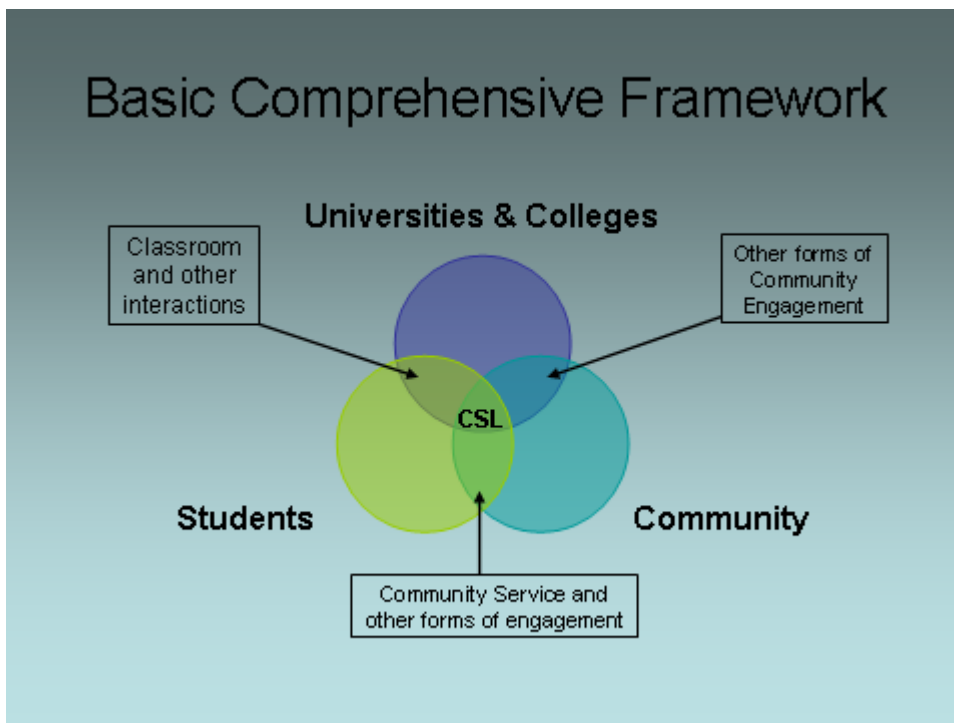
### 3. The Framework

This proposed Comprehensive Framework for Community Service-Learning is based on identifying three key stakeholders or constituents:

- **Institutions (Universities and Colleges)**
- **Students**
- **Communities**

Within **Institutions**, we can further distinguish between the interests and roles of administrators, both those with an overall institutional leadership role and those directly involved in managing and supporting CSL and faculty members who use CSL as a teaching mode.

In terms of **Community**, we might further distinguish between specific organizations that are engaged as community partners and the interests of community members more broadly. While we are most often thinking in terms of a local geographical concept of community, in fact the framework could extend to include organizations and groups of people on a national or even international scale.



We are therefore interested in identifying and understanding the interactions between these constituents, as represented in the above diagram, all three of which converge in CSL projects and activities.



So for example, affiliated **Students** interact with universities and colleges through classrooms and other arenas such as residences, social and cultural events, sports, etc. Students may also be extensively engaged directly with one or more communities as residents, recipients of services, or volunteers (which is often broadly referred to as “community service”).

By **Communities**, we are thinking of both the geographic community relevant to the institutions as well as broader definitions of cultural or ethnic communities, extending even as far as defining students and institutions as participants in national and even global communities. We are deliberately suggesting this very broad definition to stress the extensive potential to create many diverse benefits and community outcomes. Communities interact with educational institutions in a variety of different ways, which are often described as “community engagement.”

**Institutions** host cultural and social events, providing space and facilities for a variety of activities. Faculty and staff often live within the local community and are active as citizens and volunteers in a variety of community activities. Local governments, businesses, and individuals may provide financial and other in-kind forms of support to the institutions, which can bring prestige and economic activity to communities.

Each of these bilateral sets of interactions can be enormously fruitful and rewarding in themselves, but none are as uniquely potent as the activities of Community Service-Learning that take place at the intersection of all three constituencies. CSL represents such a powerful form of community engagement precisely because it brings together the interests and resources of both the institution and its students directly with the interests and resources of communities.

So what do we mean by **Community Service-Learning** and what type of activities and interactions does it involve? In the next section we define CSL in more detail and then examine the characteristics of program design that make this such a powerful student and community engagement tool.

## 4. Conceptualizing Community Service-Learning

### 4.1 Defining Community Service-Learning <sup>6</sup>

Since Robert Sigmon's seminal article "Service-learning: Three Principles" (1979) helped to establish and formalize the pedagogy, individuals, programs, and institutions have created numerous definitions of "service-learning." Although specific understandings vary, as the field has grown and matured, the range of definitions has begun to converge on several core characteristics of service-learning.

The Canadian Alliance for Community Service-Learning articulated its first definition in 2006:

**"Community Service-Learning (CSL) is an educational approach that integrates service in the community with intentional learning activities. Within effective CSL efforts, members of both educational institutions and community organizations work together toward outcomes that are mutually beneficial."**

A few other oft-cited definitions include:

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

~ Bringle, R., Hatcher, J., & McIntosh, R. *Analyzing Morton's Typology of Service Paradigms and Integrity*. *Michigan Journal of Community Service Learning*, Fall 2006, Vol 13, No. 1.

Service-learning is a "method under which students... learn and develop through active participation in thoughtfully organized service that: is conducted in and meets the needs of a community and is coordinated with... an institution of higher education...and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students... and includes structured time for the students...to reflect on the service experience."

~ *National and Community Service Trust Act of 1993*

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<sup>6</sup> This section adapted from Clayton, P.H. & Moses, M.G. (2006). *Integrating Service-Learning: A Resource Guide*. Boston, MA: Jumpstart.

“Service-learning programs are distinguished from other approaches to experiential education by their intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring.”

~ Furco, Andrew. *“Service-Learning: A Balanced Approach to Experiential Education.” Expanding Boundaries: Service and Learning.* Washington DC: Corporation for National Service, 1996.

“Service-learning is the various pedagogies that link community service and academic study so that each strengthens the other. The basic theory of service-learning is Dewey’s: the interaction of knowledge and skills with experience is key to learning...Learning starts with a problem and continues with the application of increasingly complex ideas and increasingly sophisticated skills to increasingly complicated problems.”

~ Thomas Ehrlich, in: Barbara Jacoby and Associates. *Service-Learning in Higher Education: Concepts and Practices.* San Francisco, CA: Jossey-Bass, 1996.

Consensus is now being achieved throughout the educational community on the key elements that comprise effective community service-learning:

### **Design process:**

- Service-learning *can be used in any* discipline, department, program, course, or activity; whether it is *appropriate* to use it in any given instance is a matter of the fit between identified goals (e.g., student learning and development, desired community outcomes, institutional mission / faculty work) and the design of the process.
- As with any instructional process, effective service-learning requires *intentional, customized design* that is driven by the full range of goals, informed by the nature of the participants, and shaped by a variety of constraints while also adhering to principles of good practice for the pedagogy.
- The design process involves the *integration* of learning with service, *not the addition* of service to learning, which in turn suggests an *organized, structured* activity or set of activities.
- The structure needed to achieve such integration includes a strong *critical reflection* element in order to maximize the quality of learning and service.
- The quality of the outcomes achieved is also influenced by the *duration* and *intensity* of the service-learning process; both need to be sufficient to produce meaningful learning and service outcomes, in accordance with the way in which “meaningful” is defined in any given instance (e.g., deeper understanding of one course concept or of several; a one-day community event or major policy change).

### **Partnership process:**

- Service-learning involves *collaboration* between faculty/staff, students, and community organizations/community members
- This collaboration is *reciprocal* in nature, which includes drawing on the experience and expertise of all partners and involving all partners in the determination of issues to be addressed, goals to guide the work, and methods for achieving those goals
- Such a reciprocal process is achieved by explicitly positioning all partners in the process as *co-learners, co-educators, co-servers, and co-generators of knowledge*
- Building partnerships on the basis of such co-roles raises the likelihood of *producing beneficial outcomes for all partners* and in turn requires *assessing both those outcomes and the process of achieving them from the perspectives of all partners*
- Such reciprocity can result in *mutually-transformative* partnerships among students, faculty/staff, and community members that both fulfill *shared objectives* and *build capacity* among all partners.

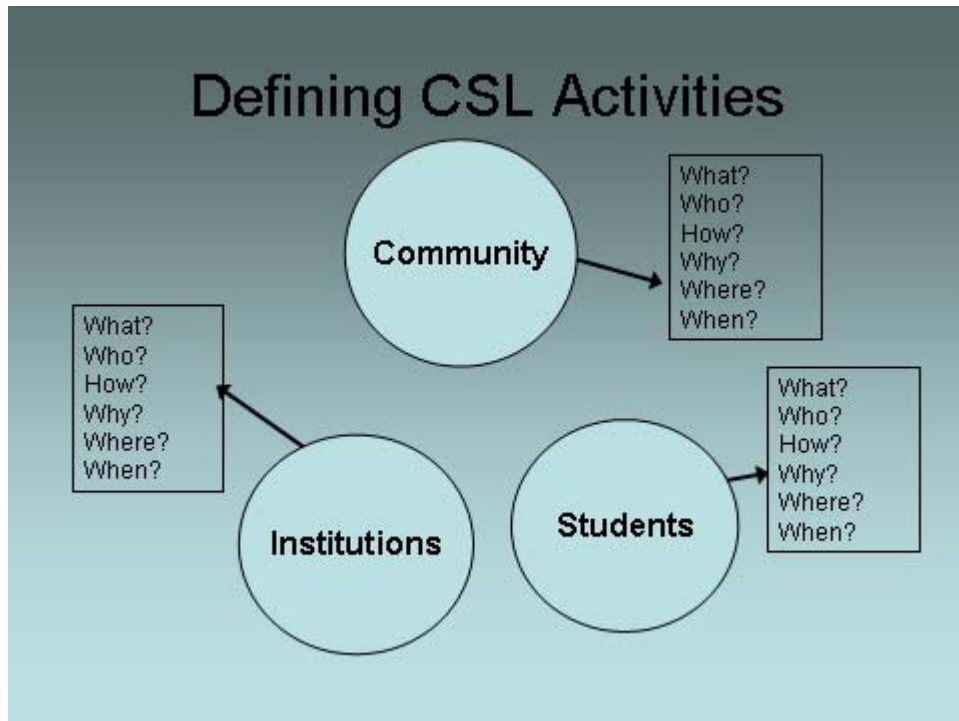
### **Learning process:**

- Service-learning (whether curricular or extra-curricular) is an academic activity that is designed to fulfill *academic learning* goals. It is also a community engagement activity that is designed to fulfill *learning* goals related to societal issues and the role of individuals and groups in helping to understand and address them.
- Those academic and civic learning goals are often supplemented with goals in other categories of learning such as *personal growth, professional development, intercultural learning, ethical inquiry, team work, or research skills*.
- Learning in any or all of these categories through service-learning involves critical reflection on experience; *critical reflection generates learning, deepens learning, and documents learning* and thereby helps avoid the potential learning pitfalls of experiential education (e.g., reinforced stereotypes, inappropriate generalizations from limited experience)
- Learning through critical reflection on experience involves learning how to learn and other *meta-cognitive* processes (e.g., critical thinking); such intellectual growth is key to using service-learning to build capacity for lifelong, self-directed learning.
- Learning and intellectual growth achieved through critical reflection on experience in service-learning can be held to the same level of rigour in *assessment* as can that achieved through any other pedagogy. In grading associated with service-learning in courses, credit is assessed and awarded for learning, not for service.

These definitions and elements of Community Service-Learning further confirm the importance of understanding and including the assets, needs, and perspectives of all three constituencies as we have defined them: Institutions, Students, and Communities. In the next section we will look more closely at the actual design of CSL programs to define more clearly the activities and interactions that occur.

## 4.2 Designing Community Service-Learning

In order to better understand the characteristics of Community Service-Learning and the elements that must be considered in program design, we suggest considering a series of questions that explore the activities from the point of view of each constituency:



This standard “journalistic” approach of asking What? / Who? / How? / Why? / Where? / When? for each constituent helps to ensure that we have a comprehensive understanding of the process and relationships. Using this approach, it becomes immediately clear that perspectives may differ and that the answers to key questions may be radically different for each constituency.

Many traditional models of CSL approach program design from the institutional perspective of universities and colleges. After all, these programs are usually approaching the task as an extension of curriculum design and academic integrity must be satisfied. As well, there is a cost to hosting and supporting CSL programs – staffing and infrastructure is required to help connect and co-ordinate with community partners – and institutional culture and traditions will have an effect. But this institution-centric approach has created a considerable imbalance, which we hope to address through a different, more multi-faceted approach.

In order to design effective CSL programs, projects, and activities, we therefore need to take a comprehensive approach to ensure balance and the integration of the assets, needs, and perspectives of each constituent. The intentional and customized design of community service-learning can benefit from consideration of questions such as the following:

### **Participants (Who):**

- Who are the students? What experience / skills / knowledge / abilities / interests / etc. do they bring to this work? What do they not bring?
- Who are the community partners? What experience / skills / knowledge / abilities / interests / etc. do they bring to this work? What do they not bring?
- Who are the instructors? What experience / skills / knowledge / abilities / interests / etc. do they bring to this work? What do they not bring?

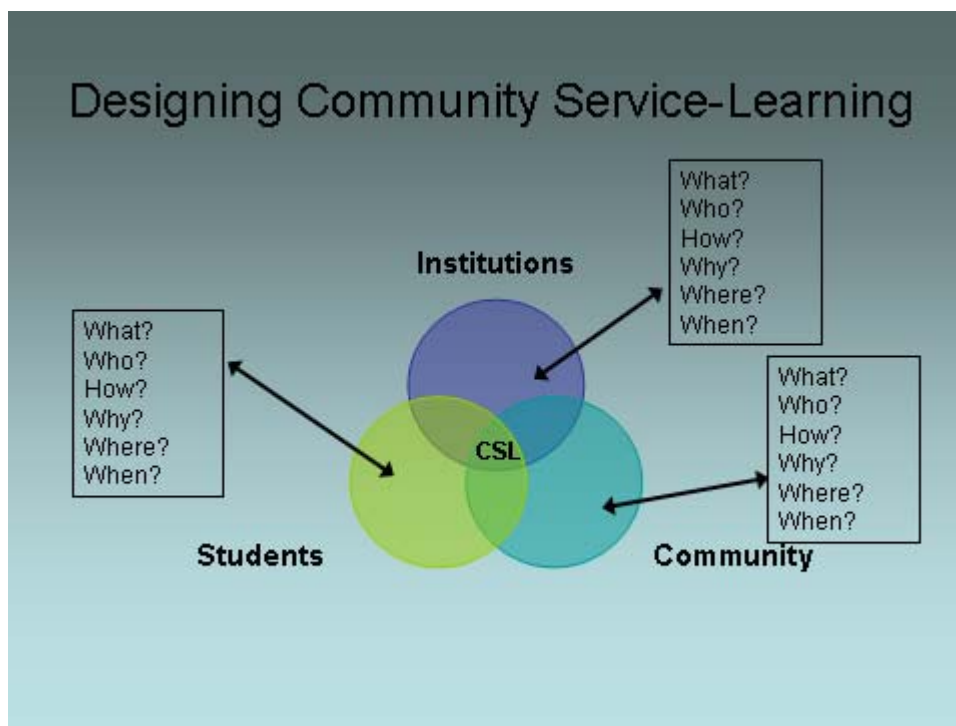
### **Purposes (What/Why):**

- What are the societal or public purposes of the discipline? What (social, environmental, etc.) issues are related to the course content / program focus / etc.?
- What are the objectives underlying this work? For learning? For service? Who is to have a voice in determining objectives?
- What would “success” mean in this effort to integrate service-learning into this course / program / activity?

### **Processes (How/Where/When):**

- What specific elements of the course / program / activity should come together in the service-learning activity or project? In what ways are these various elements aligned with one another and in what ways are they in tension with one another, and what are the implications for efforts to integrate them via service-learning?
- What challenges / obstacles / constraints do we face in integrating service-learning into this course / program / activity successfully?
- What is needed in terms of capacity building among all participants in order for this effort to succeed, in light of all of the above? What resources might we draw on?

Using this approach, the design of CSL then brings together the assets, needs, and perspectives of all three key constituencies in a comprehensive model:



The definitions and key elements of community service-learning presented in the previous section and the issues raised in the guiding questions above clearly suggest the non-traditional, unfamiliar, and *“counter-normative”* nature of the pedagogy (Howard, 1998).

In order to be effective, the design process must be sensitive to the ways in which service-learning presents unfamiliar challenges to the participants. When asked to identify the defining elements of traditional teaching and learning, many of us will generate similar lists that include students as passive receptacles of information, knowledge as residing in textbooks and in the mind of the instructor, and learning as memorization evaluated by regurgitation. When we think about traditional community service, we tend to use such words as “volunteering,” “helping,” and “meeting others’ needs.”

Community service-learning violates these norms in a variety of ways:

**Students:** Learning is not only about receiving knowledge shared by others but also about co-producing knowledge and teaching both self and others.

**Faculty/staff:** Teaching is not only about sharing expertise but also about designing contexts within which certain types of experiences occur and facilitating the collective making of meaning.

**Community partners:** Working with young people in community organizations is less about volunteer management and more about mentoring and partnering in processes designed for shared learning and capacity building.

**Teaching:** Knowledge resides in the community and in the students as well as in books and the minds of instructors. All participants are teachers.

**Learning:** Learning is accomplished through critical reflection on experience, not only by listening and reading. It is less about facts and more about connections among ideas, application, and making informed judgments. All participants are learners.

**Service:** Involvement in the community is not about helping others in need but about collaborating with others whose resources and perspectives and skills are complementary, to better understand and resolve challenges facing communities we are all part of.

Because most instructors, students, and community members initially come to service-learning with traditional expectations and norms, we all need to develop different perspectives (or understandings) and practices (or behaviours) in order to fully embrace the methodology. We need to build our own and each other's capacities to teach and learn and serve in less familiar ways. Doing so will help us all be more successful in undertaking service-learning and, even more important, help us all to fully maximize the transformational potential of the pedagogy<sup>7</sup>.

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<sup>7</sup> Clayton, P. & Ash, S. (2004). Shifts in perspective: Capitalizing on the Counter-normative nature of service-learning. *Michigan Journal of Community Service-Learning*, 11(1), 59-70.



### 4.3 Dimensions of CSL by Constituent

Based on the characteristics and design considerations presented in the previous sections, we can create rubrics to describe the dimensions of Community Service-Learning by constituent, identifying potential levels of development for each component.

#### Example of a Rubric for Dimensions of Community Participation

<b>Dimensions</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>Alignment with Mission</b>	CSL activity is consistent with mission	CSL activity supports the mission	CSL projects are developed which actively support and further the mission
<b>CEO Commitment</b>	CEO is aware of CSL activity	CEO actively supports the CSL projects through allocation of funds, in public comments, etc	CEO works directly with faculty and students to design and evaluate CSL projects which encourage institutional change
<b>Human Resources</b>	CSL students provide additional human resources for short term tasks	CSL students fulfill key roles and responsibilities in program development as part of their activities	CSL projects are designed to build the capacity of the organization and of its various partnerships to enhance its own human resources and are aligned with learning objectives
<b>Knowledge</b>	CSL students provide incidental knowledge through their work	CSL students have a specific role in mobilizing and transferring knowledge	Faculty and students are deeply engaged with agency staff and clients in co-generation of new knowledge
<b>Research Capacity</b>	Research is done incidentally by CSL students with little research capacity	CSL projects include a research component to address agency questions and a focus on building students' research capacities	CSL projects are developed in conjunction with agency staff and are designed to address specific community issues while building collective research capacity

## Example of a Rubric for Dimensions of Student Participation

<b>Students</b>			
<b>Dimensions</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>Leadership</b>	Students have an opportunity to provide suggestions and feedback on CSL experience	Students create community service projects which are then institutionalized as CSL courses	Students are actively involved with faculty and administration in designing, operating, and evaluating CSL projects and activities
<b>Learning opportunities</b>	CSL activities provide incidental learning opportunities, some of which are related to the course	CSL activities are designed to relate directly to course curriculum and provide significant learning opportunities	CSL activities and projects provide an exciting opportunity to extend and expand classroom learning, generating new knowledge and understanding and providing additional skill development
<b>Curricular CSL opportunities</b>	Some courses offer an option for a CSL assignment	CSL opportunities are provided across the disciplines and are recognized as an important part of course learning and evaluation	CSL opportunities are provided across the disciplines in an integrated and cumulative design and are recognized as an important element of graduation requirements
<b>Co-curricular opportunities</b>	Some opportunities for co-curricular service-learning are available	Many opportunities for co-curricular service-learning are available and there is central coordination	Co-curricular service-learning opportunities are encouraged through active central coordination and support and are linked to curricular opportunities
<b>Support and recognition</b>	CSL activities are included in course requirements and recognized as a viable option	CSL activities are actively encouraged and supported, and are recognized as a significant component of the course	CSL is recognized as an intrinsic part of degree level requirements and is recognized in awards and an official record
<b>Co-generation of knowledge</b>	Students have incidental opportunities to report back on their CSL experiences	Students are actively encouraged to bring forward new knowledge and ideas	Co-generation of knowledge is an explicit component of CSL course design and faculty as well as community partners are actively engaged in the process

## Example of a Rubric for Dimensions of Institutional Participation<sup>8</sup>

<b>Dimensions</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>Philosophy and Mission</b>	There is some reference to community service in philosophy and mission	Community service and CSL are explicitly referenced in the institution's mission and operating policies	The institution's mission and philosophy revolve around the values of community service, experiential learning, and community engagement
<b>Leadership</b>	Individual faculty are recognized as practitioners and champions of CSL	Presidents, Provosts, Deans, faculty, and administrators acknowledge and support CSL	The President and/or Provost takes the lead on institutionalizing the values and objectives of CSL, which is endorsed and supported by all departments and disciplines
<b>Faculty Support and Involvement</b>	Faculty members actively support the CSL component of their courses	Faculty are engaged with community partners on an ongoing basis to design and operate CSL projects and activities	Most faculty identify the importance of CSL in their courses and are actively engaged with students and community partners in CSL projects
<b>Coordination</b>	There is some coordination of CSL by faculty and departments	There is a central coordinating body to support faculty, community partners, and students in designing and implementing CSL, and support relationships between campus and community partners	CSL is a prominent feature at the institution, with significant profile across departments. CSL is recognized as a component of degrees with both a curricular and co-curricular record. There is coordination within academic units as well as by a central body, with strong relationships between them.
<b>Recognition of community-engaged scholarship</b>	Some faculty members have been recognized for their community engaged scholarship	Most departments recognize the value of community-engaged research and scholarship	The institution's policies recognize the value of CSL and community-engaged scholarship and it is explicitly included in criteria for teaching awards and tenure and promotion

<sup>8</sup> For a much more sophisticated model from an institutional perspective, see Furco's Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education, revised 2006, available at <http://www.utm.edu/tncs/files/rurco-rubric-info.pdf>

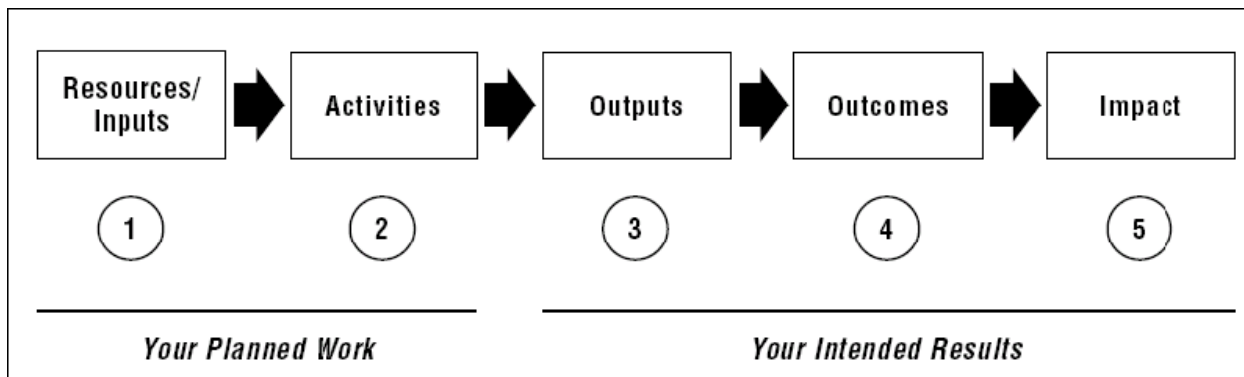
## 5. Conceptualizing Outcomes of Community Service-Learning

**Outcomes** are benefits or changes for individuals or populations during or after participating in program activities. They are influenced by a program's outputs. Outcomes may relate to behavior, skills, knowledge, attitudes, values, condition, or other attributes. They are what participants know, think, or can do; or how they behave; or what their condition is, that is different following the program<sup>9</sup>.

One of the purposes of a Comprehensive CSL Framework is to help practitioners and researchers think about the many potential outcomes that can be achieved and supported through programs of Community Service-Learning.

Outcomes refer to particular benefits or changes in conditions for individuals, organizations, or communities which occur as a result of activities such as those carried out in CSL. Activities produce outputs such as services, data, analysis, and reports, which may or may not result in positive outcomes or long term organizational or community impact. This can best be understood through the use of a basic logic model, often referred to as a "Theory of Change," which identifies the process by which resources can create transformational change<sup>10</sup>.

### The Basic Logic Model



Source: W.K. Kellogg Foundation, *Logic Model Development Guide*

Traditional evaluation methodologies often focus on measuring activities and outputs such as hours of work, number of clients, or meals served (often referred to as "Performance Measurement"). While useful, these measures are increasingly being augmented by "Outcome Measurement," which seeks to identify actual changes in conditions:

*"Outcome measurement evaluates "outcomes," which are the benefits or changes that are consequences of the program activities and their results, such as how the new housing affected the participants or the neighborhood. Another way to describe*

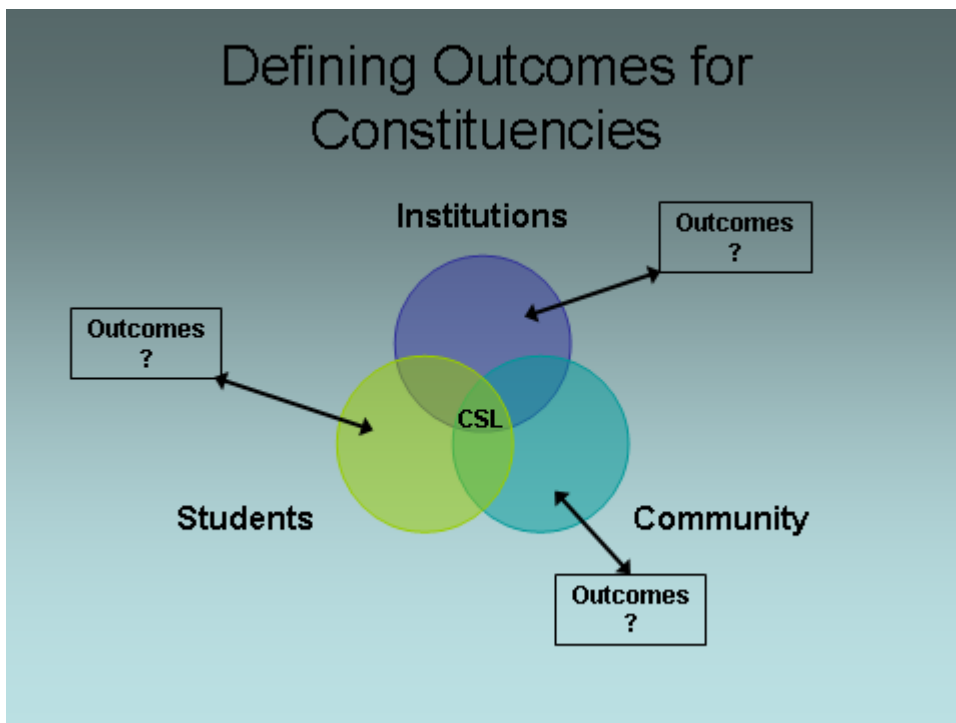
<sup>9</sup> *Measuring Program Outcomes: A Practical Approach*, 1996. United Way of America

<sup>10</sup> Madan, Renu *Demystifying Outcome Measurement in Community Development* 2007 Harvard Joint Center for Housing Studies and NeighborWorks America

*the difference is that performance management strives to evaluate efficiency, while outcome evaluation strives to identify and measure effectiveness. For example, performance measurement seeks to know whether the staff is delivering quality counseling sessions, while outcome measurement seeks to know whether the level of financial literacy and participant confidence is increasing, whether participants are averting “predatory” choices, and, on a long-term basis, whether neighborhood stability is increasing”.*<sup>11</sup>

While broadly applicable, the move in the 1990’s towards outcome measurement and assessing “Community Impact” was particularly important to funders and managers in the community development field to ensure that program investments were actually creating long-term transformational change (i.e., treating the disease and not just the symptoms).

Similarly in the field of Community Service-Learning, an outcomes-based approach has significant potential to strengthen the case for support and funding, particularly if we are able to define outcomes for all three constituencies that are achieved through CSL activities:



In the following sections we will explore outcomes for each of these three constituencies (Students, Community, and Institutions) and provide sample rubrics that could be used to help define or assess the unique contributions that can be made through Community Service-Learning.

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<sup>11</sup> Madan, Renu *Demystifying Outcome Measurement in Community Development* 2007 Harvard Joint Center for Housing Studies and NeighborWorks America

## 5.1 Thinking about Student Outcomes

Much work has been done to articulate student outcomes of higher education in general and the role of service-learning in generating such outcomes.

For example, the **Ontario Council of Academic Vice-Presidents** (OCAV) has articulated University Undergraduate Degree Level Expectations which include outcomes that service-learning is well-suited to help develop, such as:

- Knowledge of key concepts, methodologies, theories, and assumptions in a discipline
- Interdisciplinary perspective
- Ability to gather, review, evaluate, and interpret information
- Critical thinking and analytical skills
- Ability to apply learning from one or more areas outside the discipline
- Ability to evaluate the appropriateness of different approaches to solving problems
- Ability to communicate with a range of audiences
- An understanding of the limits of their own knowledge and of the consequences of these limits
- Ability to work effectively with others
- Ability to identify and address their own learning needs
- Academic integrity and social responsibility
- Transferable skills necessary for employment and community involvement

Similarly, the **Council of Academic Standards** (2005) has produced standards and guidelines for service-learning programs that include the following outcomes:

“intellectual growth; effective communication; realistic self-appraisal; enhanced self-esteem; clarified values; professional choices; leadership development; healthy behaviours; civic values, knowledge, and skills; meaningful interpersonal relationships; independence; collaboration; social responsibility; satisfying and productive lifestyles; appreciation of diversity; spiritual awareness; and achievement of personal and educational goals.”

The most oft-cited investigation of student outcomes achieved through service-learning is Astin et al's ***How Service Learning Affects Students*** (2000), which documents:

- Increased interest in the subject matter
- Increased sense of personal efficacy
- Increased awareness of the world
- Increased engagement in the class room experience
- Heightened sense of civic responsibility
- Increased interest in careers in a service field
- Improved writing skills
- Improved critical thinking skills

Designers of service-learning activities thus have a substantial starting point in articulating desired student outcomes to help guide the design process. Further, the widespread understanding of service-learning as being defined in terms of three categories of student learning outcomes—academic, societal/civic, and personal—provides a useful organizing framework for sorting through and determining the most appropriate outcomes in any given situation.

**Academic learning outcomes** (drawn from the lists above) might include:

- Knowledge of key concepts, methodologies, theories, and assumptions in a discipline
- Interdisciplinary perspective
- Ability to evaluate the appropriateness of different approaches to solving problems
- Ability to gather, review, evaluate, and interpret information
- Critical thinking and analytical skills
- An understanding of the limits of their own knowledge and of the consequences of these limits; ability to identify and address their own learning needs
- Ability to apply learning from one or more areas outside the discipline
- Ability to communicate with a range of audiences
- Ability to work effectively with others
- Intellectual growth
- Interest in the subject matter
- Engagement in the class room experience
- Writing skills

**Societal/Civic learning outcomes** (drawn from the lists above) might include:

- Interdisciplinary perspective
- Ability to evaluate the appropriateness of different approaches to solving problems
- Critical thinking and analytical skills
- Ability to communicate with a range of audiences
- Ability to work effectively with others
- Transferable skills necessary for employment and community involvement
- Leadership development
- Civic values, knowledge, and skills
- Appreciation of diversity
- Realistic self-appraisal; enhanced self-esteem; sense of personal efficacy
- Increased awareness of the world
- Heightened sense of civic responsibility
- Increased interest in careers in a service field

**Personal growth learning outcomes** (drawn from the lists above) might include:

- Critical thinking and analytical skills
- An understanding of the limits of their own knowledge and of the consequences of these limits; ability to identify and address their own learning needs
- Ability to communicate with a range of audiences
- Ability to work effectively with others
- Academic integrity and social responsibility
- Transferable skills necessary for employment and community involvement
- Realistic self-appraisal; enhanced self-esteem; sense of personal efficacy
- Clarified values
- Career development
- Leadership development
- Healthy behaviours; satisfying and productive lifestyles
- Meaningful interpersonal relationships
- Independence
- Appreciation of diversity
- Spiritual awareness
- Achievement of personal and educational goals

Many of the desired and relevant student outcomes associated with service-learning can be framed as an element of more than one category. For example:

- Critical thinking and the ability to communicate and work effectively with others fall into all three categories
- Personal efficacy and appreciation of diversity are both societal/civic and personal
- Problem-solving and interdisciplinarity are both academic and societal/civic

And many of these outcomes might be best understood as emerging from the interplay of these categories. For example:

- Applying learning outside a discipline and a sense of personal self-efficacy are important contributors to effective community involvement
- Increased awareness of the world can contribute to appreciation of diversity and critical thinking
- An enhanced sense of societal/civic responsibility requires problem solving, communicating, leadership, and working with others if it is to translate into effective action

A clear conceptualization of the student outcomes at stake in service-learning guides the design of the pedagogy. For example:



- If we want students to become more able to work effectively with others, then perhaps they should serve in groups rather than individually and reflect on the dynamics of teamwork.
- If we want students to develop critical thinking skills, then perhaps we ought to structure their reflection activities to include revise-able drafts of written products and a process of peer and instructor feedback in accordance with standards of critical thinking
- If we want students to clarify their own values and appreciate diversity, then perhaps they should interact with people from a variety of backgrounds and cultures and reflect on the sources and significance of differences in values.
- If we want students to develop as leaders, then perhaps their service-learning groups should include rotating leadership roles and perhaps their learning from community members should include explicit attention to organizational leadership
- If we want students to achieve an enhanced understanding of key concepts in a discipline, then we need to ensure a close fit between those concepts and their work in communities, and we need to structure reflection so that they compare and contrast the concepts as presented in texts or lectures and as encountered in community settings

Although some desirable student outcomes will likely be achieved serendipitously through community service-learning, intentional design of the activity / program / course will enhance the likelihood of consistently attaining—and the ability to assess—the most important outcomes.

### **Possible Learning Outcomes**

*Increased attention to outcomes is already informing CSL program design in Canada. The **Laurier Centre for Community Service-Learning** has adapted a particularly elegant set of possible student outcomes that they are using to guide their work - See **Appendix 2** to view this model.*

### **Learning and Developmental Outcomes: Domains, Dimensions, and Examples**

*The Council for the Advancement of Standards in Higher Education (CAS) promotes standards to enhance opportunities for student learning and development from higher education programs and services. Responding to the increased shift in attention being paid by educators and their stakeholders from higher education inputs (i.e., standards and benchmarks) to the outcomes of students attending higher education, in 2003 CAS articulated sixteen domains of learning outcomes. However, in 2008 after the publication of *Learning Reconsidered 2* (2006), CAS reviewed the learning outcomes it had promoted and decided an integration of both learning outcome documents would enhance the profession's efforts in promoting student learning and development. This statement can be viewed online at:*  
[www.cas.edu/CAS%20Statements/CAS%20L&D%20Outcomes%2011-08.pdf](http://www.cas.edu/CAS%20Statements/CAS%20L&D%20Outcomes%2011-08.pdf)

## 5.2 Thinking about Community Outcomes

Community Outcomes refer to the specific changes in people's lives and living conditions that occur as the result of some program or activity, usually through actions carried out by a government or non-profit agency (although positive outcomes could also be created by individuals, informal groups, and businesses).

**Clarification:** *Measuring outcomes refers to not just measuring activities and outputs (ie. feeding people, youth attending an afterschool program, adults being taught literacy, usually referred to as performance measures) but to the actual outcomes that are achieved (ie. number of people becoming employed, youth staying in school or entering post-secondary education, health improved as a result of environmental cleanup). Longer term outcomes are referred to as "Community Impacts" and these can sometimes be identified or predicted through a logic model, often referred to as a "Theory of Change" (If we do this, this and that will happen, establishing a casual relationship), which can be used to project more comprehensive and significant longer term effects from a combination of resources and actions.*

Community Service-Learning projects undertaken with one or more community partners can create significant community outcomes for which the college or university's contributions could be recognized. Even more modest CSL engagements with students taking on specific roles and assignments can contribute positively to the missions and objectives of community organizations and thereby be tracked to actual outcomes and both short- and long-term community impacts.

Make no mistake: Students can co-create real community outcomes through their CSL engagements with community organizations, and it is the value and significance of these outcomes and subsequent impacts that we hope will be better recognized through the lens of the comprehensive framework. One of the primary reasons for doing this is to strengthen the case for support and funding from within the institution and from the community at large.

Traditionally student contributions have been measured through performance indicators: number of hours, miles of shoreline cleaned-up, etc. While of some interest in establishing the scope of activities, we would like to see such performance measures enhanced with more explicit references to community outcomes linked to the collaborations between students, institutions (including faculty), and community members and organizations. This would bring much more valuable understanding and recognition of the value of CSL beyond our traditional academic measures.

Following through on our opening theme that CSL mobilizes both intellectual and human resources, below are examples of specific ways that CSL programs can contribute to achieving the missions and objectives of community partners and can therefore contribute to positive long-term transformational change:

**Enhanced program delivery:**

- In the first instance, CSL enhances the human resources of community organizations, which in turn can enhance the quantity and quality of services to community members.
- New knowledge can be brought to bear and co-created in a variety of ways that can improve program design and delivery. Agencies may lack staff expertise in areas that CSL students and their faculty supervisors can contribute to, and CSL projects can facilitate organizations becoming increasingly aware of and able to tap the expertise they and those they serve have
- Innovation can be accelerated - new approaches to service delivery can be developed and implemented, for example changing the way an agency does youth programs on the basis of new understandings from the fields of education, sociology, or psychology. Students also bring knowledge of youth culture, culture and ethnicity, use of technology etc. that can significantly change and enhance organizational approaches.

**Empowerment of community agencies, clients, and residents:**

- Universities and colleges are often highly regarded, and relationships with these institutions created through CSL can bring a sense of importance and recognition to community organizations and residents who may feel marginalized from society's mainstream.
- Staff and clients of community partners may lack formal education and can be empowered by the prestige and the interchange and transfer of knowledge and power that can occur in genuine reciprocal partnerships. Institutions may be well connected to policy makers and this can be leveraged to increase the voice of community members.
- CSL provides an opportunity for the co-generation of knowledge with community organizations and residents, empowering them to create and drive their own solutions to challenging issues.
- CSL students bring enthusiasm and excitement to their work, which can help to revitalize tired and "burnt out" staff members and clients.

**More effective operations:**

- One of the most important contributions that CSL can make is the improved management of resources by community organizations. This less traditional approach is already being pioneered by a number of business schools across the country who have recognized that their faculty and students can contribute to non-profit agencies in areas such as marketing, financial management, strategic planning, governance, and human resources management. CSL projects and placements can significantly enhance organizational performance and effectiveness if properly designed. While perhaps less direct in creating community outcomes, it is now widely recognized that efficiency and effectiveness, good practices in human resources management, and strong governance and accountability are all

essential elements for community organizations to achieve their missions. Outcome measures can therefore also be established for these types of projects to track their impacts.

### **Evaluation of processes and services to enhance effectiveness:**

- We are listing evaluation as a separate category of enhancing organizational effectiveness because of the particularly significant impact the CSL can have in this regard. While evaluation is often thought of as a fairly standard CSL project, we believe that this area could become even more important if it utilizes a framework of outcome measurement. As in other professional areas, agencies often want to bring in models and tools from the outside and/or develop their own capacity for program evaluation; there is often a strong appetite for evaluation when it can be tied to assessing organizational performance and effectiveness. Universities and colleges are ideally positioned to contribute in this way, both for individual organizations and more broadly to community-wide planning processes. This may be one of the most rewarding and valuable contributions that CSL can make from an outcomes perspective.

### **Research Capacity:**

- Many of the most effective CSL projects include a research component, and vice versa: that many Community-Based Research projects are carried out with the involvement and assistance of students in what is essentially a CSL role. As with other examples above, this is obviously an area that meshes extremely well with the academic character and mandate of post-secondary education.

### **Direct impact on specific issues:**

- While too numerous and diverse to mention here, there are obviously many CSL projects and activities that have a direct and measurable impact on specific social, economic, environmental, and health challenges in local, national, and global communities. A focus on outcome measurement can only further enhance our understanding of the value and benefits of this work.

### **Enhanced commitment to the Voluntary and Non-Profit Sector:**

- There is also a significant reciprocal benefit to students from these disciplines in the exposure they have to the voluntary and non-profit sector and the social, economic, and environmental issues in their communities. Increased awareness of issues facing the sector and communities can contribute positively to engaging faculty and students, many of whom will become the next generation of leaders, in contributing positively to creating

solutions. Another benefit is that CSL experience also increases awareness of career opportunities in the voluntary and non-profit sector<sup>12</sup>.

### **Student Outcomes as Community Outcomes:**

- Student outcomes created through CSL experience can also become community outcomes if they contribute to positive youth development by strengthening “Developmental Assets” as defined by the Search Institute<sup>13</sup>. Roehlkepartain and Scales argue that well-designed and effective service-learning opportunities can strengthen developmental assets such as empowerment, constructive use of time, commitment to learning, positive values, and social competencies, which have in turn been clearly shown to contribute powerfully to positive life outcomes (Scales & Roehlkepartain, 2004):

*“For example, one study found that low-income students who did service and had lengthier participation in service-learning had more Commitment to Learning assets and better school attendance and grades than low-income students who did not participate, significantly reducing the achievement gap between affluent and low-income students (Scales, Roehlkepartain, Neal, Kielsmeier, & Benson, 2006).”*

While it is difficult to prove direct casual relationships given the many external and internal factors, there is nevertheless strong evidence to indicate the potential relationships between student outcomes and long term community outcomes.

In summary, Community Service-Learning has strong potential to create and support transformational change in the ways in which communities address issues because of the unique ways in which it can bring together and enhance knowledge and human resources. While there are many potential pitfalls (and many unmet expectations!), we suggest that there is an excellent prognosis for success if program design embraces the principles of partnership, reciprocity, and co-generation of knowledge and focuses on nurturing innovation and creating community impact.

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<sup>12</sup> Tapping into the Talents of Early and Late Career Employees, HR Council for the Voluntary and Non-profit Sector, [www.hrcouncil.ca](http://www.hrcouncil.ca)

<sup>13</sup> Roehlkepartain, Eugene C. and Scale, Peter C. *Developmental Assets: A Framework for Enriching Service-Learning*. Scotts Valley, CA: Learn and Serve America’s National Service-Learning Clearinghouse, 2007.

### 5.3 Thinking about Institutional Outcomes

*"We have seen a strong trend toward increased engagement among our member institutions, as measured by service opportunities, participation in service-learning, community partnerships, and resources and infrastructures to support service work".*

*Campus Compact - Service Statistics 2008*

Traditionally we have viewed the value of Community Service-Learning in terms of academic outcomes for students: CSL is an effective experiential learning pedagogy that contributes to learning outcomes and enhances the effectiveness of teaching. We have explored many of the outcomes related directly to students in the preceding section, but there are other outcomes that can be created for institutions beyond these traditional benefits.

**Enhancing Reputation** - While all are publicly supported in Canada, universities and colleges nevertheless operate in a highly competitive environment for funding, philanthropy, students, faculty, and staff. Much of this is driven by the reputation of the institution, which obviously derives from a large number of historical and contemporary factors. Active CSL programs can positively enhance institutional reputation in a variety of ways. While every institution is different, the following are examples of how institutional reputation might be enhanced:

- **Awareness** – presence of CSL students and activities in community settings increases knowledge and awareness of the institution.
- **Relevance** – community engagement activities like CSL significantly enhance perceptions of relevance of institutions.
- **Philanthropy** – active participation in community problem-solving positions institutions to be recipients of donations to further this work.

**Increasing Student Engagement and Retention** – With primary funding formulae driven by student enrolments, particularly for honours and graduate students, student satisfaction and retention have become very important preoccupations for post-secondary education. Institutions are actively tracking student engagement including service-learning through the **National Survey of Student Engagement (NSSE)** and other instruments:

**Connections Beyond the Campus** - The **2009 Community College Survey of Student Engagement (CCSSE)** reported that a majority of US college students have had (17%) or are planning to have (42%) "...an internship, field experience, co-op experience, or clinical assignment while attending this college?"  
*Making Connections: Dimensions of Student Engagement, 2009*  
[http://www.ccsse.org/publications/national\\_report\\_2009/CCSSE09\\_nationalreport.pdf](http://www.ccsse.org/publications/national_report_2009/CCSSE09_nationalreport.pdf)

**Supporting Student Recruitment** – Similarly, prospective students are expressing increasing interest in opportunities for community engagement in their initial research and selection of post-secondary educational institutions.

**Linking Theory to Practice** – CSL provides extensive opportunities for academics and the academy to link theory to practice across a wide range of disciplines in the pursuit of solutions to community issues.

**Connecting to Community and Creating Relationships** – Institutions benefit from extensive and diverse relationships with community members for social, cultural, academic, and economic reasons. CSL creates new and intimate relationships with what may be a new and unfamiliar group of community organizations and residents.

**Creating Research Opportunities** – Engagement with community organizations can provide a wide variety of research and learning opportunities for faculty as well as students, helping them to stay engaged in current issues.

**Bringing Knowledge to the Institution from the Community** – There is increasing awareness of the limits of institutional knowledge and the consequent value of creating opportunities for the co-generation of new knowledge and understanding from the community. Effective CSL projects engage community partners and residents in a process of collective learning.

**Fulfilling Institutional Mission or Mandate for Service to Community** – As publicly chartered and supported institutions, many of Canada's universities and colleges specifically enshrine service to the community in their charters, mission statements, and strategic plans. CSL is an important mode of fulfilling these obligations. For a recent example of one way that this may be playing out, see the following excerpt from the University of Winnipeg:

***The University and Community Learning: An Evolving Mission***

*Excerpt from a policy paper prepared by Lloyd Axworthy, President and Vice Chancellor of The University of Winnipeg 2009 <http://www.uwinnipeg.ca/index/community>*

**“Community Learning** is becoming a state of the art term that applies to a suite of post-secondary institutional activities. It describes the active integration of the university into the social, cultural and educational life of the community. It recognizes the responsibility of the university to function in an accessible manner and to open itself up to the wide diversity of knowledge and experience represented within society.

Until recently, community learning has largely been seen as the delivery of continuing educational programs, classes off-site or on-line, and various experiential learning opportunities for students. However, the vision for community learning is expanding to include a broader response to changing community characteristics which challenge existing academic models and practices. This demands an effort to explore how people, especially children, learn, and how new practices can be shared with the community to improve access and to respond to a range of cultural, social and economic diversities”.

## 5.4 Examples of Rubrics for Outcomes of CSL by Constituent

### Example of a rubric for Student Outcomes

<b>Student</b>			
<b>Outcomes</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>Category: Academic learning</b>  <b>Example Outcome: Enhanced disciplinary knowledge</b>	Student identifies, explains, and recognizes examples of concepts as they emerge in the community	Student analyses similarities and differences between (compares and contrasts) concepts as they emerge in the community and as they are presented in texts or lectures	Student produces new understandings of concepts and evaluates their relevance to community issues
<b>Category: Societal/Civic learning</b>  <b>Example Outcome: Problem-solving ability</b>	Student recognizes problems	Student demonstrates an understanding of the sources and significance of problems	Student demonstrates ability to evaluate various approaches to problem solving
<b>Category: Personal growth</b>  <b>Example Outcome: Diversity</b>	Student demonstrates awareness of differences among people	Student demonstrates an understanding of the sources and significance of differences among people	Student demonstrates ability to capitalize on differences among people in collaborative activities
<b>Category: Academic/Civic/Personal combined</b>  <b>Example Outcome: Critical thinking</b>	Student rarely explains ideas clearly, considers multiple perspectives, reasons logically, or represents others' ideas fairly	Student sometimes explains ideas clearly, considers multiple perspectives, reasons logically, and represents others' ideas fairly	Student consistently explains ideas clearly, considers multiple perspectives, reasons logically, and represents others' ideas fairly



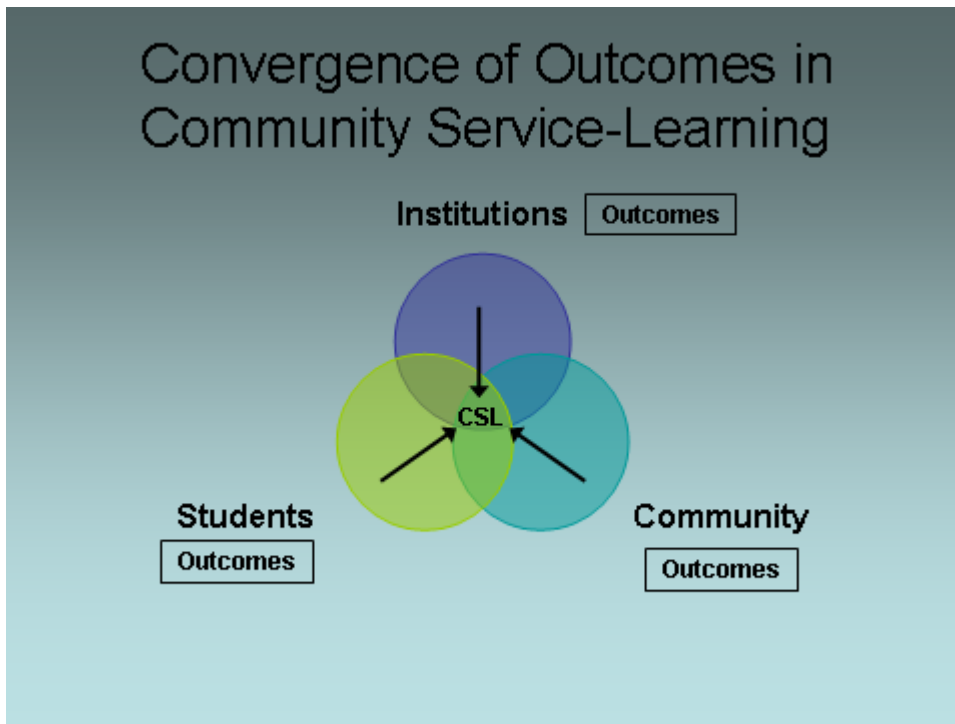
## Example of a rubric for **Community Outcomes**

<b>Community Outcomes</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>Direct impact on issue area</b>	Short-term and small-scale impact on symptoms	Long-term and/or large-scale impact on symptoms	Long-term, large-scale, and systemic impact that addresses underlying causes
<b>Enhanced program delivery</b>	Single instance of enhanced programming	Ongoing instances of enhanced programming	Systems for continuous improvement of programming
<b>New approaches developed and implemented</b>	Current programming is modified as the result of suggestions from CSL projects	Programming is being reviewed on the basis of new knowledge and ideas	New approaches are implemented which show improved outcomes for clients and community
<b>Empowerment of community agencies and residents</b>	Agency staff and clients feel more confident	Staff, clients, and residents feel more knowledgeable about issues	Agencies and residents build on knowledge and create new strategies for change
<b>Increased resource base</b>	One-time access to students and / or new funds (e.g., a grant)	Ongoing processes for access to students and / or new funds (e.g., continuous service-learning relationship with more than one university program or course)	New and effective systems in place for sustainable streams of human and financial capital (e.g., a grant writer on staff; a teaching appointment)
<b>Improved management of resources</b>	Information on / examples of financial management plans, HR policies, and marketing strategies in use at other organizations; new marketing materials	New and improved financial management plans, HR policies, marketing strategies	New and effective systems for designing and implementing financial management, HR policy change, and marketing strategies
<b>Opportunity to educate next generation of citizens and professionals in the organization's field</b>	Oversee service-learning students in single projects	Mentor service-learning students in multi-year, multi-faceted relationships	Co-teach university courses; new educational outreach component in organization's programming
<b>Evaluation capacity</b>	Report is produced from an evaluation study	Evaluation strategies, indicators, and instruments developed	Internal capacity to design and implement evaluation processes and to use data for organizational change
<b>Transformational change in the way in which communities address issues</b>	Implementation of new ideas and approaches, coupled with greater engagement of clients, residents, other organizations and agencies	New collaborative initiatives start to generate new momentum and commitment for change	Established and effective new networks of individuals and organizations collaborating effectively to resolve common challenges

Example of a rubric for **Institutional Outcomes**

<b>Universities and Colleges</b>			
<b>Outcomes</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
<b>Effective experiential learning pedagogy – contributing to learning outcomes</b>	Most graduates meet the minimum guidelines for degree level expectations	Graduates meet and exceed degree level expectations in all disciplines	Graduates are recognized as achieving superior competency across a broad spectrum of dimensions
<b>Enhancing institutional reputation</b>	Institution is known to be located in the community	Institution has a reputation as a responsible corporate citizen	Institution is known to play an active role in the community, contributing knowledge and resources to solve problems
<b>Increasing Student Engagement and Retention</b>	Students have opportunities for engaged learning	Students actively participate in CSL and enjoy enhanced learning opportunities	Students feel deeply engaged and rewarded in their learning environment
<b>Supporting Student Recruitment</b>	Prospective Students are aware of the institution	Prospective students have some awareness of engaged learning opportunities	Prospective Students are aware of engaged learning opportunities and perceive these as contributing to a superior quality of education
<b>Linking theory to practice</b>	Some faculty members have been able to link their scholarship to practice	Most faculty are aware of opportunities to link scholarship to practice and do so regularly	Faculty across all disciplines are actively engaged and supported in linking their academic interests to practical applications
<b>Connecting to community – creating relationships</b>	Individual staff and faculty members have created relationships	Faculty and staff are encouraged to create relationships with the community	Administrators and faculty across all disciplines are actively engaged in multiple and diverse relationships
<b>Creating research opportunities (and vice versa)</b>	Some faculty have identified new research opportunities through their CSL activities	Faculty across many disciplines have created new research opportunities	Faculty across all disciplines are supported in creating new research projects in the community
<b>Bringing knowledge to the institution from the community</b>	CSL students learn from their community experience	Students bring back knowledge and ideas from CSL to their classes and peers	Faculty and students are actively engaged with community partners in generating new knowledge
<b>Fulfilling institutional mission or mandate for service to community</b>	Institution can cite specific examples of service to the community	Faculty staff and students are actively engaged in service to the community	Mission and policies enshrine the value of service to the community and the institution is perceived to play a critical role in supporting the community

## 6. Convergence of Constituent Outcomes through CSL



In the preceding section we have suggested and described potential outcomes for each of the three constituencies of Institutions, Students, and Community separately. The real strength of a comprehensive framework for CSL, however, lies in its exploration of the interdependent and convergent outcomes that are uniquely created by Community Service-Learning.

While we have identified many separate outcomes, in all cases we are speaking of outcomes which are achieved through the joint interactions of all three parties in a CSL context. While in some cases similar outcomes could be achieved in a bilateral mode (students enhancing community outcomes through community service, faculty enhancing community outcomes through personal research or evaluation projects, communities enhancing student outcomes through mentoring), other examples illustrate clearly the tremendous power of Community Service-Learning in creating mutually-transformative change for communities, students, and institutions.

In other words, CSL projects and activities provide unique opportunities to create valuable and convergent outcomes for communities, students, and institutions that probably can not be achieved in other ways.

Following are some examples of CSL projects that create multiple interdependent outcomes for all three constituencies:

## Sample Interdependent and Convergent Outcomes for CSL

CSL Projects <sup>14</sup>	Community Outcomes	Student Outcomes	Institutional Outcomes
<p><b>Provide mentoring and after school tutoring to high school students from disadvantaged neighbourhoods in partnership with a neighbourhood based community health agency</b></p>	<ul style="list-style-type: none"> <li>• Children and Youth in the neighbourhood are more likely to stay in school and succeed, increasing their opportunities for employment and higher education.</li> <li>• Increased academic success and achievement</li> <li>• Enhanced social skills reduce incidents of conflict and violence</li> <li>• Increased life time earnings reduce societal costs</li> <li>• Parents are supported in raising their children with positive role models</li> </ul>	<ul style="list-style-type: none"> <li>• Students participate from a variety of disciplines and increase their learning through the tutoring process</li> <li>• Students develop teaching and communication skills</li> <li>• Students have the opportunity to “give back” – the role modelling experience increases their own self-esteem and sense of value for their education</li> <li>• This practical experience positions them positively in the job market</li> </ul>	<ul style="list-style-type: none"> <li>• Increased teaching and learning opportunities through the tutoring and mentoring experience</li> <li>• Enhanced institutional reputation through this contribution to these challenging neighbourhoods</li> <li>• Increased recruitment of new students as a result of awareness and interest generated in the program</li> <li>• Research opportunity to help community agency evaluate the program</li> </ul>
<p><b>Design, build and operate a recreational hotel complex from an eco-friendly perspective in partnership with a local economic development organization</b></p>	<ul style="list-style-type: none"> <li>• Economic development through construction jobs, long term employment in the complex, and tourism \$ brought to the community</li> <li>• Local CED organization obtains expertise and resources needed to pursue the project</li> </ul>	<ul style="list-style-type: none"> <li>• Students from a variety of disciplines apply their skills and knowledge in a complex project.</li> <li>• Long term learning opportunities in hospitality, management, and accounting when complex is completed</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced reputation – Institution is seen as contributing very significant expertise to the project</li> <li>• Faculty can link theory to practice</li> <li>• Faculty more comfortable working in a multi-disciplinary environment</li> <li>• New relationships established between faculty and with the community</li> </ul>
<p><b>Graduate Students in a Disaster Management Program work with neighbourhood schools, non-profit groups, and disaster response teams to provide information and training to residents and students</b></p>	<ul style="list-style-type: none"> <li>• Increased awareness of survival and coping techniques for disasters</li> <li>• Possible lives saved and injuries reduced if disaster strikes</li> <li>• Increased effectiveness of disaster response agencies through coordination created by the program</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to apply knowledge and skills in practical setting</li> <li>• Increased communications and teaching skills, experience with diverse audiences</li> <li>• Linking theory to practice as knowledge is applied in a variety of settings</li> <li>• Enhanced sense of the value of their work to society</li> <li>• Experience relevant to job market</li> </ul>	<ul style="list-style-type: none"> <li>• Funding attracted to operate the program</li> <li>• Enhanced institutional reputation resulting from positive reception for this service</li> <li>• Increased awareness of the institution in the community, possibly resulting in increased recruitment</li> <li>• Faculty gain new knowledge to support curriculum development</li> </ul>

<sup>14</sup> While based on real-life examples, these projects descriptions and sample outcomes are for illustrative purposes only and are not offered as case studies.

## 7. Summary and Conclusions

**Community Service-Learning** is a powerful mode of engaging post-secondary educational institutions in understanding and addressing community issues and problems through the active collaboration of students, institutions, and community members. Such efforts are most effective when intentionally designed to integrate the assets, interests, needs, and resources of all three constituencies.

**Communities** benefit as community members and organizations share and integrate their expertise with that of faculty and students, thus generating enhanced understanding of community issues and building collective capacity to address them, resulting in either or both short-term impacts and long-term transformational change.

**Students** benefit through enhanced learning opportunities that can produce new and enhanced outcomes in terms of academic learning, development of skills and competencies, and leadership.

**Institutions** benefit through enhanced teaching and learning opportunities, increased student engagement and retention, co-generation of new knowledge and ideas, research opportunities, and enhanced institutional reputation.

Many of these outcomes are uniquely derived as the result of the tripartite nature of CSL as presented in a model that we refer to as a **Comprehensive Framework for CSL**. “Comprehensive” simply refers to the conscious inclusion of all three constituencies when defining, managing, and evaluating CSL programs and activities. By “framework” we are referring to the identification of inter-relationships and interdependencies between the constituencies and activities in CSL. Critical to our model (the framework) is the identification of outcomes both to guide the design of projects and programs and to establish the value of this work for all three constituencies.

Throughout this document we have provided specific examples and references to link these ideas to the work and initiatives of others. The next two pages include examples of other models and frameworks and outcome measurement resources, and the subsequent two appendices provide more detailed references from other work that directly complements our own. Obviously we have made considerable use of the ideas and publications of others, and we sincerely hope that we have correctly and appropriately recognized these authors and provided appropriate citations. We certainly don't consider this to be the definitive framework for designing and implementing programs of service-learning, but we do hope that our explorations will help to provide a useful frame of reference that others may build on.

*Larry Gemmel and Patti Clayton, December, 2009*

## Examples of Models and Frameworks for Service-Learning

### **Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education**

*Andrew Furco, University of California Berkeley (revised 2006)*

### **Institutional Structures for Service-Learning In Higher Education**

*Sarena D. Seifer, Community-Campus Partnerships for Health, May 2002; updated by Pam Mutascio and Julie Plaut, Campus Compact, September 2008.*

### **Self-Assessment Tool for Service-Learning Sustainability**

*Community-Campus Partnerships for Health, 2002*

### **Building Capacity for Community Engagement: Institutional Self-Assessment**

*Gelmon SB, Seifer SD, Kauper-Brown J and Mikkelsen M. Community-Campus Partnerships for Health, 2005*

### **Service-Learning Program Standards**

*Council for the Advancement of Standards in Higher Education, Standards and Guidelines, April 2005*

### **Developmental Assets: A Framework for Enriching Service-Learning**

*Roehlkepartain, Eugene C. and Scale, Peter C. Scotts Valley, CA: Learn and Serve America's National Service-Learning Clearinghouse, 2007*

### **A Framework for Service-Learning in Dental Education**

*Yoder, Karen M., Journal of Dental Education, February 2006*

## Resources for Designing Community Service-Learning

### **Ash, S.L. & Clayton, P.H. (2009). Generating, Deepening, and Documenting Learning: The Power of Critical Reflection in Applied Learning.**

*Journal of Applied Learning in Higher Education. 1(1).*

### **Clayton, P., Ash, S., Bullard, L., Bullock, B., Moses, M., Moore, A., O'Steen, W., Stallings, S., & Usry, R. (2005). Adapting a core service-learning model for wide-ranging implementation: An institutional case study.**

*Creative College Teaching Journal, 2(1), 10-26.*

### **Heffernan, K. (2001). Fundamentals of Service-Learning Course Construction.** Boston, MA: Campus Compact.

### **Howard, J. (2001). Service-Learning Course Design Workbook.**

Michigan Journal of Community Service Learning. Special Issue.

### **Zlotkowski, E. (Ed.) Service-Learning in the Disciplines Series**

[21 volume set]. Sterling, VA: Stylus Publishing, LLC.

## **Outcome Measurement Resources and other Assessment Tools**

### **Demystifying Outcome Measurement in Community Development** –

*This study aims to describe outcome measurement and to explore to whom outcomes matter, how outcomes are measured, and the costs and benefits of undertaking outcome measurement at the level of a community development organization (CDO).* **Joint Center for Housing Studies of Harvard University**

<http://www.jchs.harvard.edu/publications/communitydevelopment/>

### **Connecting Program Outcome Measurement to Community Impact** –

*Describes how to connect program outcome measurement to community impact. Offers guidance on mining program outcome learning, including questions that stimulate agency discussions, patterns in agency findings that suggest community issues, a checklist to help a United Way make full use of this resource for its community impact work, and examples from United Ways that have made the connection successfully.*

**United Way of America** <http://www.liveunited.org/Outcomes/Resources/index.cfm>

### **Compendium of Assessment and Research Tools for Measuring Education and Youth Development Outcomes** -

*The Compendium of Assessment and Research Tools (CART) is a database that provides information on instruments that measure attributes associated with youth development programs. CART includes descriptions of research instruments, tools, rubrics, and guides and is intended to assist those who have an interest in studying the effectiveness of service-learning, safe and drug-free schools and communities, and other school-based youth development activities.* <http://cart.rmcdenver.com/>

**Ten Tips for Developing Your Outcome Measurement Strategy** – *A list of recommendations and effective practices developed during a 2004 training conference of the Compassion Capital Fund, available from their National Resource Centre:*

<http://www.ccfbest.org/outcomemeasurements/tentipsfordeveloping.htm>

### **Assessing Service-Learning and Civic Engagement: Principles and Techniques** -

*This definitive volume offers a broad overview of issues related to assessment in higher education, with specific application for measuring the impact of service-learning and civic engagement initiatives on students, faculty, the institution, and the community. This revised edition provides a comparison of assessment methods, as well as sample assessment tools ranging from surveys to interviews to syllabus analysis guides.*

*By Sherril B. Gelmon, Barbara A. Holland, Amy Driscoll, Amy Spring, and Seanna Kerrigan.*

[https://www.e2e-store.com/compact/compact-product.cgi?category\\_id=4&product\\_id=131](https://www.e2e-store.com/compact/compact-product.cgi?category_id=4&product_id=131)

## Appendix 1 – Identifying Constituencies of Service-Learning

*Following is an excerpt from **Differentiating and Assessing Relationships in Service-Learning and Civic Engagement: Exploitative, Transactional, or Transformational** by Patti H. Clayton - PHC Ventures & Indiana University-Purdue University Indianapolis, Robert G. Bringle - Indiana University-Purdue University Indianapolis, Bryanne Senor, North Carolina State University, Jenny Huq, University of North Carolina – Chapel Hill, and Mary Morrison, Elon University. It is encouraging to note that others are also considering the importance of looking more broadly at who are the constituents of Service-Learning. In this article the authors develop a model for defining and investigating relationships between Students, community Organizations, Faculty members and Administrators, and Residents(including clients) known as SOFAR. To be published in MJCSL 16(2), forthcoming in 2010.*

### ***Moving Beyond the “Community-Campus Partnership”***

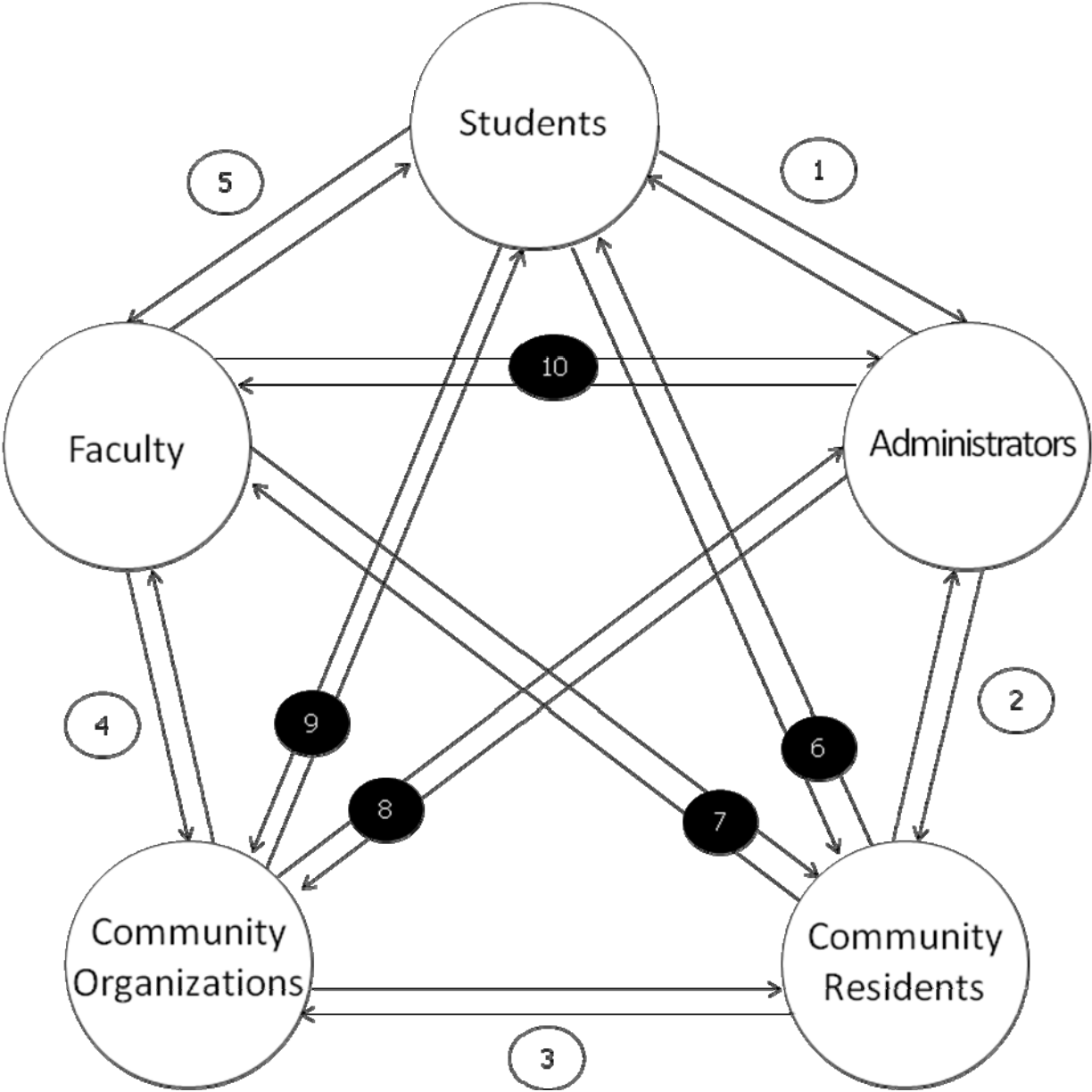
Reviewing the state of research related to external communities in service-learning, Cruz and Giles (2000) identify difficulties of conceptualizing “the community” as an entity: Which community? Which part of the community? How will the community be represented? Further, they suggest that “the university-community partnership itself be the unit of analysis,” (p. 31) calling the field to do a better job not only of assessing the outcomes of service-learning in communities (e.g., enhanced reading skills among children) but also of assessing the nature of the partnership itself in order to evaluate and enhance its quality.

When considering institutional approaches to service-learning as an integral component of civic engagement, practitioner-scholars are broadening their descriptions of the entities in civic engagement work to encompass multiple participants and groupings of participants (Jacoby, 2003). In the pairing of “community” and “campus,” multiple entities can be differentiated, since neither of these is a homogeneous body; such precision enhances practice and research. For example, one simple, graphical representation of the partners in service-learning is a Venn diagram (e.g., Clayton, Ash, Bullard, Bullock, Moses, Moore, O’Steen, Stallings, & Usry, 2005; Ash & Clayton, 2009) with overlapping circles for (a) students, (b) faculty/staff, and (c) community partners—a triad that explicitly differentiates campus into students and faculty/staff and that supports examination of the heterogeneous nature of each stakeholder population; students, for example, can include those enrolled in a service-learning class as well as those in leadership roles supporting the class, and community partners can include representatives of community organizations as well as clients of those organizations or residents of geographic communities. Gelmon, Holland, Driscoll, Spring, and Kerrigan (2001) indicate that comprehensive assessment of service-learning and civic engagement should focus on four stakeholders and identify those as: students, faculty, community partners, and institutions. Similarly, in addition to including the community, Bringle and Hatcher (1996; 2000; Bringle, Hatcher, Hamilton, & Young, 2001) differentiate the campus into administrators, faculty, and students in the Comprehensive Action Plan for Service Learning, which is a framework that can be used for both assessment and planning. The work in South Africa on the Community-Higher Education-Service Partnership program (Lazarus, 2004) similarly differentiates community into residents and service providers, thus suggesting a faculty-resident-service provider triad for capturing the important relationships.



Bringle, Clayton, and Price (2009) represent enhanced differentiation of community and campus in the SOFAR framework (Figure 1) by identifying five key constituencies or stakeholders associated with service-learning and civic engagement: Students, Organizations in the community, Faculty, Administrators on the campus, and Residents in the community (or, in some instances, clients or special interest populations). Across these five stakeholders, there are ten dyadic relationships, and each of the ten has two vectors representing the primary direction of influence.

FIGURE 1



SOFAR provides a structural model for examining dyadic interactions between persons, and it explicitly broadens and refines the set of potential partners in service-learning and civic engagement beyond “community” and “campus.” This allows a more detailed analysis of the nature of the wide range of interactions and relationships that are involved in service-learning and civic engagement. The differentiation of community into Organizations and Residents acknowledges that persons in these two groups often have different cultures, goals, resources, roles, and power and that they do not

necessarily represent one another's views; it also encourages investigation of the relationships among the various types of individuals that comprise "community." There could be additional differentiation among residents (e.g., by neighborhoods, by demographic attributes), among organizational staff (e.g., executive director, mid-level staff), and across organizations (e.g., government, business, different types of organizations). The differentiation of campus into Administrators, Faculty, and Students acknowledges similar heterogeneity across perspectives, agendas, cultures, resources, power, and goals. It allows for an analysis of both the dyadic intra-campus relationships and the construction of campus social networks that focus on civic engagement; in addition, it acknowledges that each of these three campus constituencies has its own relationship with residents and community organizations that warrants unique attention. Here too, there could be additional differentiation, among students (e.g., into students enrolled in a service-learning enhanced course, student leaders helping to facilitate the course, and co-curricular volunteers involved in the same project), administrators (e.g., into executive officers, academic leaders, and program staff), or faculty (e.g., into faculty teaching a service-learning enhanced course and faculty providing leadership to service-learning initiatives or offices) (Bringle, Clayton, & Price, 2009).

Furthermore, SOFAR is not limited to the analysis of dyadic relationships but rather provides a starting point for examining more complex interactions among larger groupings and networks (see Bringle, Clayton, & Price, 2009). There may be multiple persons in each constituent group in SOFAR that warrant differentiation, representation, and analysis. For example, although interactions may occur between one student and one community organization staff person during a service-learning project, there can also be many students involved in the project and therefore interacting with organizational staff—perhaps with the same or with a different staff person. In addition, students are not only participants in isolated courses but also members of the broader campus community, and their service-learning activities may result in interactions with other students (e.g., in other courses, in student organizations or student government, in their major, peer mentors). Further, SOFAR also has the potential to examine how relationships between two or more individuals in these primary groupings can develop into networks, coalitions, common interest groups, communities of practice, and communities beyond these groupings. An elaboration of this graphic representation of SOFAR that includes networks at each of the five nodes (see Bringle, Clayton, & Price, 2009) provides a template for delineating networks of persons outside each primary constituency and for considering how service-learning enhanced courses and other civic engagement activities provide a basis for additional relationships across many persons. Although these extrapolations beyond the primary five constituencies and ten dyadic relationships are possible and may be meaningful, the primary constituencies identified in SOFAR represent an important starting point for developing structural analyses, conceptual frameworks, and research projects that study sets of relationships.

## **Appendix 2 - Possible Learning Outcomes**

*As adopted by the Laurier Centre for Community Service-Learning at Wilfred Laurier University*

### **1. Social Responsibility**

- Understands and participates in developing, and/or sustaining a positive change in campus, local, national and/or global communities
- Increased understanding of social justice issues and the potential influence and impact students have through their service

### **2. Intellectual Growth**

- Employs critical thinking skills in a variety of contexts
- Makes strong connections between curricular and experiential learning
- Effectively articulates abstract ideas
- Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion

### **3. Leadership Development**

- Explores different leadership theories, philosophies and styles
- Reflects on own leadership style and abilities
- Values leadership as a process rather than a position
- Explores personal impact as a role model to foster leadership in individuals/communities

### **4. Appreciating Diversity**

- Develops and reflects an informed perspective on issues of culture, power and privilege
- Recognizes and responds to use of stereotypes and assumptions
- Reflects on how thoughts, language and actions impact the development of supportive, inclusive communities
- Examines the advantages and challenges of a diverse society
- Seeks involvement in diverse interests and with people different from oneself

### **5. Collaboration**

- Contributes effectively to the achievement of a group's goals, objectives and shared vision
- Works positively and cooperatively with others (fairness, mindfulness, kindness)
- Demonstrates awareness of team/group dynamics
- Employs conflict resolution strategies

### **6. Career and Educational Goals**

- Sets, articulates and pursues personal, educational and career goals
- Uses personal, educational and career goals to guide decisions
- Reflects on interests, values, skills and abilities that influence life and career choices
- Reflects and documents connections of knowledge, skills and accomplishments resulting from formal education and service-learning experiences

### **7. Self-Awareness**

- Articulates personal skills and abilities
- Acknowledges personal strengths and weaknesses
- Articulates rationale for personal behaviour
- Learns from past experiences
- Exhibits positive role modeling

### **8. Clarified Values**

- Articulates, makes decisions and models behaviours that reflect personal values
- Demonstrates willingness to explore personal beliefs and values
- Understands the role of society and society issues in shaping values
- Reflects on personal morals and ethics

**Adapted from: Strayhorn, T. (2006). Frameworks for assessing learning and development outcomes. Washington, DC: Council for the Advancement of Standards in Higher Education**