CREATING A SERVICE-LEARNING LIVING-LEARNING COMMUNITY

A CREATIVE PROJECT

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BY

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ABSTRACT

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The purpose of this creative project was to develop the structure and initial year of operating plans for a service-learning living-learning community to be used at traditional four-year universities or colleges in the United States. The program targets students in all class standings and from five specific academic majors. Expected outcomes from this program include, but are not limited to the following: increased relationships between the community and school; increased levels of civic engagement; increased levels of student retention; higher degree of career confidence; higher levels of career preparation; increased worldview and understanding of the connection between academic majors and local, state, national, and world issues; increased understanding of how students can make a difference through their areas of study; and local, state, and national recognition for the college or university.

This program will be significant as colleges and universities increasingly recognize the importance of preparing their students to be leaders in a world that experiences more challenges each day. Students need to understand the power they have within their chosen career path to make a difference. This is a level of awareness more employers are looking for as they continue to grow their community relations.
departments. Additionally, as graduation rates become more important, colleges and universities are looking for powerful retention tools and this program creates one. Not only does this program positively impact society and the school, but it also helps individual students develop a stronger worldview and an understanding and respect for their place in it.
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CHAPTER ONE
INTRODUCTION

Student affairs professionals at colleges and universities around the world often use both service-learning and living-learning communities as unique ways to foster student growth outside of the classroom. Research shows both methods are beneficial. Among other results, both methods lead to higher academic performance (Meyers, 2009; Stassen, 2003), stronger retention rates (Jeandron & Robinson, 2010; Laufgraben, Shapiro, & Associates, 2004), and firmer career certainty (Prentice & Robinson, 2010). Students also see a more direct connection to their course content (Eck, Edge, & Stephenson, 2007; Meyers, 2009) and the world around them (Learn and Serve America, n.d.; Smith, MacGregor, Matthews, & Gabelnick, 2004) through service-learning and living-learning communities. Despite the multitude of benefits from each method, few colleges and universities have programs that combine the two methods.

The origins of living-learning communities date back to the early part of the 20th century when Alexander Meiklejohn (1932) created the Experimental College at the University of Wisconsin. His concept of educating students on how to think, instead of what to think, by combining living spaces and learning spaces within higher education was not initially accepted. Although Meiklejohn’s desire was to prepare students to be good citizens (Shapiro & Levine, 1999), the living-learning community concept found support in the latter part of the 20th century for a different reason, student retention
(Stassen, 2003).

Not unlike living-learning communities in their use of practical hands-on experiences, service-learning also began to see use on university campuses in the latter part of the 20th century. It teaches students how to think critically about the world around them (Prentice & Robinson, 2010). Students are guided through experiences that allow them to continue developing their academic skills while also addressing local community-identified needs (Gottlieb & Robinson, 2006). Students of all backgrounds and academic majors can benefit from service-learning experiences (Learn and Serve America, n.d.).

The development of a service-learning living-learning community will bring together the benefits from both types of educational experiences into an even deeper and richer opportunity. Both service-learning and living-learning communities are typically used to target underclassmen as a way to increase retention. However, this program will create an experience aimed at bringing the multitude of benefits noted elsewhere in this paper to students of all class standings and across a variety of majors. Students will be able to learn equally from their own experiences in the community as well as each other’s experiences. Their worldviews will increase as they begin to understand the true impact they can have with the skills and education they are gaining. This program will capitalize on the reality that service-learning and living-learning communities are much more than retention tools.

With the ability to be modified and implemented at nearly any traditional four-year college or university, this creative project will provide the structure and plans for the initial year of operation for a service-learning living-learning community. Housed within
an on-campus residence hall, students will have the option to apply for one of a limited number of reserved spaces in the community. To provide unique perspectives and increased levels of group learning, a set number of students across all class standings will be accepted from five academic majors relevant to the community work for the year ahead. Five majors allows for focused interactions and outcomes. Including students from more than five majors may make facilitation difficult. Including students from less than five majors may hinder the amount of cross-departmental learning for the participants. Once accepted, residents will form a cohort with whom they will share in this year-long experience.

Throughout the academic year, students will have monthly cohort service experiences as well as individually set weekly hours at community partner sites. Reflective journals and weekly cohort meetings will provide opportunities to fully digest their experiences. With a range of class standings and academic majors represented, much insight will be gained through group reflection activities. A common three credit-hour course on community development will be required. The faculty member involved will work closely with residence hall staff to facilitate the educational process in and out of the classroom. Additionally, one faculty member from each of the additional four academic majors involved will play a less active role. These four additional faculty members will be invited to all events, but expected at no less than one learning team meeting a month. Residence hall staff and the faculty member teaching the common course will facilitate these meetings.
Statement of Purpose

The purpose of this creative project was to develop the structure and initial year of operating plans for a service-learning living-learning community to be used at traditional four-year universities or colleges in the United States. The program targets students in all class standings and from five specific academic majors. Expected outcomes from this program include, but are not limited to the following: increased relationships between the community and school; increased levels of civic engagement; increased levels of student retention; higher degree of career confidence; higher levels of career preparation; increased worldview and understanding of the connection between academic majors and local, state, national, and world issues; increased understanding of how students can make a difference through their areas of study; and local, state, and national recognition for the college or university.

Significance of Study

This program will be significant as colleges and universities increasingly recognize the importance of preparing their students to be leaders in a world that experiences more challenges each day. Students need to understand the power they have within their chosen career path to make a difference. This is a level of awareness more employers are looking for as they continue to grow their community relations departments. Additionally, as graduation rates become more important, colleges and universities are looking for powerful retention tools and this program creates one. Not only does this program positively impact society and the school, but it also helps individual students develop a stronger worldview and an understanding and respect for their place in it.
Scope and Limitations

The scope of implementing and operating a service-learning living-learning community is broad and very reliant on good relationships. The success of the program will require, first and foremost, strong levels of commitment from the residence life staff as well as the faculty. The program requires high levels of commitment from each staff member individually, but also together as a leadership team. The strength of the partnership between the lead faculty member and the lead residence life staff member will, in many regards, help determine the strength of the entire program. Many times, this will require support from the highest-ranking faculty and staff members within the appropriate departments. Additional support from other faculty members on the learning team will increase the likelihood of success one can expect.

The strength of relationship with each community partner will also help determine the success of the program. It will be important to find highly accessible contacts at each site that understand the true, hands-on experience each student should receive. This person should also have time and motivation to work with multiple students as well as stay in open communication with the leading faculty and staff members. The main contact at each site must understand the benefits provided to both the students and the organization through service-learning.

Because of the high level of intentionality and guidance required from the leading faculty and staff members, the number of students participating will need to be capped at between 25 and 30. The limit of 25 to 30 participants allows the cohort to stay small enough that everyone can learn from each other’s experiences. As the program grows, the school may consider duplicating the program in other halls across campus. The
cohort sizes should never exceed 25 to 30 students though. Ideally, the residents of the cohort should live in a one-hallway wing of a residence hall when possible. Finding and reserving the needed resident rooms may also present a challenge.

Challenges will vary between institutions but one common challenge may include finding an appropriate community development course for the students and a faculty member who can both teach the course and help lead the program. Ideally, this course would already exist with a section reserved for the participants of this program. Upon acceptance into the program, students would automatically have the course added to their schedule for the following academic year. The course chosen as the common course for this program may also depend on which department is most flexible and able to provide faculty support. For example, at some schools, both the education and sociology departments may have a course that seems ideal for this program. If, after inquiry with department leadership, it seems the education department has more enthusiasm and is able to lend more support, the course within the education department should be chosen. The goal is to find a common course that already exists, focuses on community development, can have a section reserved for this program, and is housed within a supportive department. Without buy-in from leaders higher up within university or college administration, this may be a difficult task.

Although it is most ideal to use an already established course, an adequate back-up plan is to create a new course. Similar to resident assistant courses at many universities, this course would be housed within the education department, but facilitated and instructed by student affairs professionals. Most likely this facilitation would fall within an office focused on community service or leadership development. However,
given their large role, the office of residence life would need to work closely on facilitating the course as well. Creating a new course provides an opportunity to put a strong focus on the aspects most relevant to the students’ community service. However, creating a new course also takes more time. Another limitation with either scenario is that students need the ability to add three credits to both their fall and spring schedules. As students are encouraged to increasingly focus on graduating within four years, this may present an issue.

Although there are a large number of limitations and the scope of the project is wide, with the right players involved, this program will be life changing for the students and the school. It will take a few years to build a positive reputation, but the community will likely begin to receive more applications than there are spaces available.

**Definitions for the Study**

Service-Learning Living-Learning Community: A community in which students choose to live together, take a common course, and participate in service-learning experiences throughout the academic year.

Community Partners: The nonprofit organizations that the cohort of students aims to assist throughout the year.

Residents: The students who are in the service-learning living-learning program cohort and living on the residence hall floor together.

**Organization of the Paper**

This creative project consists of four chapters. The first portion of chapter two is a literature review of service-learning including an overview of this method of education and the academic and personal developmental impact it has on students. The importance
of reflection as well as the impact on the community, the faculty, and the administration are also reviewed. The second portion of chapter two is a literature review of living-learning communities including a historical overview, the general structure of living-learning communities, and its impact on students. The third chapter explains the methodology used in this creative project. The fourth chapter provides a detailed description of the structure, implementation, and facilitation of the initial year of an ideal service-learning living-learning community.
CHAPTER TWO

LITERATURE REVIEW

Summary of Project

Living-learning communities and service-learning are both established methods of co-curricular education used within higher education. Research indicates a wealth of benefits for students engaged in courses using either method, including stronger academic integration, academic performance, social integration, and many other learning outcomes (Bransford, Brown, & Cocking, 1999; Corporation for National & Community Service, 2007; Prentice and Robinson, 2010; Stassen, 2003). Both service-learning and living-learning communities push the boundaries of traditional education to help students “learn how to think, not what to think” (Smith et al., 2004, p. 30).

Development of a living-learning community focused on service-learning with multiple grade levels of students from select academic disciplines will meet goals of integrating students to the university and the community. It will also teach them to use their education to make a positive impact. Universities will continue to see higher retention rates common with living-learning communities (Laufgraben et al., 2004); however the most impact will be seen within the depth of each student’s experience, not the breadth of the program. Student growth in areas of social and academic integration, as well as the level of civic engagement and clarity of career
decision, will demonstrate the power of this program for the participating students and community partners.

**Service-Learning in Higher Education**

**Overview**

Service-learning is a process of students working to address local community-identified needs while developing their academic skills (Gottlieb & Robinson, 2006). It is an educational method that, as Hussey and Smith (2002) explained, teaches both “knowledge that” (i.e., knowledge of facts, rules, procedures) and “knowledge how” (i.e., learned skills and abilities). Largely emphasized through service-learning is the idea of making a positive difference. The National Service-Learning Clearinghouse (2009) described service-learning as a chance for students to be part of the solution. There is an important emphasis on critical, reflective thinking within service-learning (Jeandron & Robinson, 2010). According to author Steven Myers (2009), well facilitated service-learning includes a three-step process for the participant of reaching out to marginalized populations, reaching in through detailed reflection and introspection, and reaching around communities through advocacy.

Service-learning has proven beneficial at many institutions of higher education across the United States and around the world (Prentice & Robinson, 2010). At those schools, service-learning helped all parties involved, including faculty, administrators, community members, surrounding businesses, and most of all, the students. Service-learning is a versatile teaching method. As Learn and Serve America (n.d.) stated, service-learning can be “applied across all subjects and grade levels” (para. 2). In fact, it has been incorporated into courses ranging from American Government and Physics to
The service-learning pedagogy has been encouraged for use by full-time and adjunct professors. With many demonstrated benefits, service-learning is also being written into the future of higher education. It is estimated that 60-70% of community colleges have embraced service-learning and community engagement. Colleges with successful integration of service-learning have taken such steps as incorporating it into long-range departmental- and college-wide plans. Some schools have added it as a budget line item and other schools have made it a degree requirement for their students.

**Student Impact**

A service-learning course is much more than a traditional college course. Service-learning “teaches every student how to get into a real-life situation and think about it critically and logically” (Prentice & Robinson, 2010, p. 7). As one student said, service-learning provided her “hours of experience the classroom cannot offer” (Jeandron & Robinson, 2010, p. 10). Such an unusual method of teaching leads to new and creative ways of learning, generally providing more benefits for the students. The Corporation for National and Community Service (2007) showed that service-learning programs are beneficial to students in three ways: academic engagement and achievement, civic attitudes and behaviors, and social and personal skills.

**Academics.** As one student said, “I hate school. I always have. But when I do service learning, I learn because it becomes something that I’m actually doing . . . I remember everything when I’m actually doing it hands-on” (Prentice & Robinson, 2010, p. 8). One of the many aspects of service-learning that students often enjoy is the experiential education component. Prentice and Robinson found that, “students agreed
that service learning brought added stimulation and passion to a course” (p. 8). Service-learning increased retention of academic content because it provided students with experiences that had real-life consequences. According to Meyers (2009), this method of teaching enriches the curriculum by putting course material into context. In fact, the most growth comes from a student’s ability to transfer and apply academic learning (Prentice & Robinson, 2010). Service-learning is shown to be one of several high-impact educational practices that have a significant influence on student success (Kuh, 2008). As a faculty member stated, “The service learning students are able to grasp the course work a lot better than the ones who choose not to get involved in that particular project” (Prentice & Robinson, 2010, p. 10).

Students in service-learning programs perform better academically and have higher graduation rates (Meyers, 2009). Another researcher found service-learning to produce higher grade-point-averages and better class attendance rates (Learn and Serve America, n.d.). When compared to students not participating in service-learning programs, service-learning was shown to increase standardized test scores (Billig, 2004). It also increased students’ motivation to seek higher degree attainment (Prentice & Robinson, 2010). In addition to having the opportunity to apply what they learn in the classroom, students also learn the importance of democracy and good citizenship (Learn and Serve America, n.d.).

**Student development.** The benefits of service-learning go beyond increased grades and test scores. Studies have shown that service-learning increases students’ problem-solving skills and their understanding of cognitive complexities (Billig, 2002; Billig & Myer, 2002; Meyer, 2003). It has also been shown to be one of the most
effective methods to improve student engagement (Bransford et al., 1999). With a high level of reliance on learning outcomes, many schools use service-learning to accomplish their holistic student development goals.

Prentice and Robinson (2010) conducted research using both qualitative and quantitative methodologies that showed a positive correlation between service-learning and student learning outcomes. Service-learning was found to be a predictor of increased student learning in the following areas: career and teamwork, civic responsibility, and academic development and educational success. A student participating in a service-learning course described her experience as “exciting, nerve-wracking, challenging, rewarding, [and] humbling” (Jeandron & Robinson, 2010, p.10). Despite so many emotions, students who participated in service-learning also demonstrated increased levels of satisfaction with their college experiences (Meyers, 2009) and increased rates of development regarding personal and social responsibility (Learn and Serve America, n.d.).

Service-learning can also be used to educate students about social justice (Meyers, 2009). In fact, previous research would encourage faculty members to have their students work with diverse populations. This often means that students work with low-income, high-need communities and find ways to make a difference. This experience can be positive for the community and the student. One service-learning project focused on helping the homeless and was successful in raising student awareness of homelessness, dispelling negative stereotypes, and fostering more positive attitudes (Buch & Harden, 2011).
When looking at the positive correlation between service-learning and a student’s cognitive development, researchers Wang and Rodger (2006) found more student growth resulted from experiences that included a social justice emphasis. Meyers (2009) found that experience with marginalized populations provided opportunities for students to gain a greater cultural and racial understanding and become more engaged citizens. It is also important to note that despite a frequent slant toward social justice, “service learning courses do not, in fact, lead to uniform visions of the good or to a linear moral development” (Strain, 2005, p. 70). Students in service-learning courses “form their own distinct social perspectives” (p. 70).

**Civic engagement.** As one student teacher said, “One of the goals of education, by the time your students leave your school, is: Are they going to be able to be well-rounded individuals who can work well in society? I think that service learning does exactly that” (Prentice & Robinson, 2010, p. 9). Jeandron and Robinson (2010) made a similar point, adding, “It is not enough to produce skilled workers if they lack the tools to think critically about why they do their work and the roles they can play in society” (p. 28). Service-learning opens students’ eyes to the broader issues in the world around them through new perspectives and compassion (Meyers, 2009). It prompts personal engagement and reflection about how their lives are tied to others. It makes larger societal issues tangible.

Not surprisingly, one study found that high school students who participated in service-learning gained leadership skills and learned how to use those skills to make changes in their communities (Billig, 2002). Some educators have emphasized that service-learning is intended to integrate theory and practice so students will gain a new
sense of citizenship and begin a lifelong involvement in social issues (Meyers, 2009). In fact, in one study, researchers found that service-learning increased the likelihood that high school students would exercise their right to vote later in life (Youniss, McLellan, & Yates, 1997). Research showed that students who participate in service-learning become overall more engaged citizens and demonstrate greater cultural and racial understanding (Meyers, 2009). Generally, they promote more positive civic attitudes and demonstrate a desire to make a difference (Buch & Harden, 2011).

Confidence. Research showed that participation in service-learning increases students’ levels of confidence (Prentice & Robinson, 2010). Maria Mercedes Franco, a professor at Queensborough Community College, may have been alluding to the reasons behind this when she said, “It allows students to take ownership of their work. It suddenly becomes real, it is authentic, and it is theirs” (Jeandron & Robinson, 2010, p. 13). In addition to taking ownership of a real project, students have also noted the level of responsibility they feel and the personal benefit they gain from being pushed outside their comfort zones. These experiences help students grow in their level of confidence regarding their current success and future plans. As Barnett and Jeandron (2009) noted, the combination of service-learning with mentoring and leadership opportunities lead to increased levels of self-awareness and self-confidence.

Reflection. Reflection is the key aspect of the service-learning experience that often brings the benefits to light for students. Reflection is necessary to help students “bridge what they experience at the site with their academic studies” (Meyers, 2009, p. 375). It is an essential component of the experience. This step of the service-learning process helps participants increase self-awareness, clarify their values, and become more
open to observed differences (Robert, 2009). Reflection provides an opportunity for students to “grapple with the impact their service has on their communities and on themselves” (Koth, 2003, p. 5). It also allows students to see the link between their individual acts of service and larger societal issues.

Service-learning may require students to step into new situations outside their comfort zone and beyond what their previous experiences have taught them (Mezirow & Associates, 2000). Reflection is important because it allows students the opportunity to look at the assumptions they brought to the situation. With the help of faculty, students can gain new knowledge, attitudes, and skills (Meyers, 2009). Several different methods of reflection can be effective. Strain (2005) suggested using combined oral and written exercises. This method allows for personal transformation on multiple levels. Another suggested method includes a double-entry journal (Meyers, 2009). In one column of the journal participants describe their site experiences, personal thoughts, and reactions. The other column is left for them to tie their experiences and thoughts to course material.

Researchers like Koth (2003) believed standard service-learning reflection should include spiritual reflection as well. He noted that despite deepening traditional academic learning and developing greater awareness of larger social issues, spiritual reflection is commonly missing in service-learning. Specifically, Koth noted that widely published service-learning tools such as A Practitioner’s Guide to Reflection in Service Learning by Janet Eyler, Dwight Giles, and Angela Schmiede (1996), and Journal Reflection by Suzanne Goldsmith (1995), both leave spirituality out of the process. He saw this as a “missed opportunity to foster deeper contemplative practices among students” (Koth, 2003, p. 5).
Retention. Research indicates a connection between service-learning and student retention. As Jeandron and Robinson (2010) stated, student retention, persistence, and commitment to completing a degree are all positively impacted by service-learning. For example, students in a freshmen experience service-learning class at Chattahoochee Technical College indicated that “service learning was the primary instructional strategy that kept them coming back to class each day, more than other first-year experience activities” (p. 14). Even more telling of the power of service-learning is that students who took service-learning courses stated they would encourage other students to take service-learning courses in the future (Prentice & Robinson, 2010).

Career development. Service-learning helps students not only prepare to get a job, but it can also prepare students to succeed in a career. Service-learning students are often exposed to more job possibilities than they ever knew existed within their field of study (Prentice & Robinson, 2010). Underclassmen benefit by being able to hone in more specifically on a major. Upperclassmen benefit by being able to make better decisions about the details of their future careers. For example, Jessica Hodges, a student at Tacoma Community College, said, “I’ve seen service learning change my career path. . . . Instead of being just an average social worker or advocate, I found a specialty. I developed a skill to take my degree up beyond anything I would have previously imagined” (Jeandron & Robinson, 2010, p. 11). Students also experience the reality of the career in which they hope to work. They learn that any job has moments of frustrations as well as moments of joy. Most importantly, service learners saw themselves as more competitive in the job market than those who did not have service learning experience (Prentice & Robinson, 2010).
Community Impact

Service-learning provides multiple benefits to the community being served. With the help of service-learning students, specific community agencies are able to enhance their image in the community while also increasing their capacity to meet local needs and provide services to their constituents (Jeandron & Robinson, 2010). For example, a project associate at the Center for Immigrant Health at New York University Department of Medicine relies on the assistance of a math class at Queensborough Community College to provide statistics and graphs. She said, “I am in the field a lot and don’t have time to crunch those numbers, so to have a resource like the math class at QCC has been invaluable” (p. 19).

Service-learning provides students a chance to have an impact on the macro-level as well as the micro-level (Meyers, 2009). They get to work with individuals while also addressing societal needs. In fact, problem-based service-learning encourages students to work hand-in-hand with the community partner to understand a specific community problem. Then, together, they work to find appropriate solutions (Heffernan & Cone, 2003). Queensborough Community College actually brought community agencies together with faculty so they could assess their greatest needs and find ways to align course objectives to best meet those needs (Jeandron & Robinson, 2010).

Through their work at both levels, students also build collaborative partnerships that engage parents and other key players in the community (Learn and Serve America, n.d.). Service-learning programs are only effective when the experience is equally beneficial for community partners and the students involved (Jeandron & Robinson, 2010). The longer faculty members maintain positive working relationships with the
same community partner, the more beneficial the service-learning process is for everyone involved (Sandy, 2007). Many schools with successful service-learning programs included their community partners on the service-learning advisory boards (Jeandron & Robinson, 2010).

Service-learning positively impacts the community by building helpful relationships and addressing needs. However, it also impacts society by changing the perspective of today’s students and tomorrow’s leaders. “Regardless of the particular focus, social action projects capitalize on the heightened awareness that students develop through service-learning and allow them to become agents of change who help create a more tolerant and equitable society” (Meyers, 2009, p. 378). The heightened awareness and desire for positive change becomes a part of who these students will be long after graduation.

As one student in a service-learning course stated:

I could sit in class and read in the book about how people can have tooth decay and how income can affect that. But then to actually go out and put a face to that really did affect us. It taught a lot of compassion and understanding. (Prentice & Robinson, 2010, p. 9)

For service-learning students, the community around them suddenly has names and faces. Their career paths are tied to those people unlike ever before. This also points to the long-term success of service-learning. Koth (2003) said success of a program is not reflective of the number of students involved, but the number of students that will continue to address societies many issues long after they graduate from college. Meyers (2009) included this point as his third aspect of successful service-learning when he
wrote about reaching around the community. He said that effective service-learning encourages students to advocate for issues they see in society as a result of their experience.

It is important for faculty, students, and community partners to understand the difference between service-learning and community volunteerism (Jeandron & Robinson, 2010). As Furco (1996) stated, the experience must be beneficial for both the students and the community partner. Community service is focused solely on the benefit of the community members or agency involved. Service-learning ties the educational experience and course content directly to the student’s experience.

**Faculty Influence**

“College faculty members are key to the success of service learning” (Jeandron & Robinson, 2010, p. 12). Without their effort and understanding, service-learning may not happen or be effective. To build faculty buy-in and support, Jeandron and Robinson suggested the creation of a mentorship program between new faculty and faculty experienced in service-learning. Faculty members who have experienced successful service-learning programs can be a great recruitment tool. They understand the power of this method of education.

Faculty involved in one study affirmed that service-learning enhanced student learning in their courses (Prentice & Robinson, 2010). As one faculty member reflected, “We can give them all the book knowledge they want, but if they can’t use it when they leave here, what have we given them?” (p. 12). However, it was critical that faculty played an active role in helping their students connect the experiences to the curriculum.
As one would imagine, this method of education builds a closer connection between faculty and students. It deepens their relationship.

As one faculty member said, “I get to know them better. I get to work with them on a closer level. And so you really become a mentor for them as they learn these life skills” (Prentice & Robinson, 2010, p. 11). Warner and Esposito (2009) also noted the opportunity for faculty to serve as role models. Referring to the large amount of time faculty and students spend together during these projects, they added that another benefit is the opportunity to see the humanness of faculty leaders. The shared experiences bring students and faculty closer together.

However, research pointed toward three points of caution for faculty. First, service-learning may take more time and effort. As Mary Chen-Johnson, a professor at Tacoma Community College said, “The nature of service learning means a higher degree of uncertainty is built into the curriculum . . . so a higher degree of ongoing troubleshooting on the instructor’s part is vital” (Jeandron & Robinson, 2010, p. 13). Additionally, given the variety of intense and new experiences to which students are exposed, Meyers (2009) cautioned faculty to proceed delicately. Meyers said students’ values may be challenged through service-learning experiences and faculty members should be careful as they encourage students to stay involved.

Lastly, faculty members need to put extra effort toward effectively assessing their students’ learning. Warner and Esposito (2009) found that standard assessment practices were ineffective with service-learning. “The students tried to tell us how much they had learned and changed, and we saw these changes as well; yet our traditional methods of
assessment did not adequately reflect this change” (p. 515). It is important to use both formal and informal methods to assess student learning (Jeandron & Robinson, 2010).

Administrative Considerations

“Despite the fact that faculty play the primary role in incorporating service learning into the curriculum, the teaching pedagogy will not thrive or become institutionalized at a college without the strong support and involvement of the institution’s administrators” (Jeandron & Robinson, 2010, p. 20). In fact, the culture built around the power of service-learning is important. One example of successfully implementing a service-learning program was found at Laramie County Community College, where the service-learning advisory board developed a five-year plan that included the creation of a center for community engagement. However, if budget issues are a concern, simply developing a supportive campus climate can help implement change toward service-learning programs.

For example, celebrations of service achievements should be organized, positive publicity should be visible, lead faculty members should be involved, new hires should immediately know the importance of service-learning, and service fairs should be regular events (Jeandron & Robinson, 2010). It is also vital that the Chief Academic Officer makes the integration of service-learning a top priority. High-level administrators can support their institution’s service-learning programs by providing financial support, encouraging support from others, participating, and including service-learning in job advertisements. It is also helpful for administrators to develop forms of recognition to encourage students to be involved. Successful methods of recognition include notations
Living-Learning Communities

Overview

Living-learning communities are one of four commonly described models of learning communities (Laufgraben et al., 2004). The other models include paired or clustered courses, cohorts in large courses or freshman interest groups (FIGs), and team-taught programs. Living-learning communities are “communities in which students not only pursue a curricular or cocurricular theme together but also live together in a reserved portion of a residence hall (Inkelas, Vogt, Longerbeam, Owen, & Johnson, 2006, p. 40). The residence-based learning community model integrates students’ living and academic environments with the belief that a large amount of knowledge gained during college results from experiences of daily living (Shapiro & Levine, 1999).

Researchers and educators believe a student’s academic and social learning activities naturally overlap and living-learning communities take full advantage of it. In addition to passive learning, these communities may include intentional academic programming, such as advising sessions, a lecture series, and in-hall tutoring (Shapiro & Levine, 1999). The primary goal is to take advantage of the natural integration of living and academic environments while simultaneously emphasizing growth in those areas as well (Laufgraben et al., 2004).

Historical Perspective

The fundamental ideas that shaped living-learning communities were being expressed at the turn of the 20th century. It was in 1897 that John Dewey first published
claims that education should be used to seek social progress and reform. Dewey emphasized diversity and saw schools as a central location to build citizenship skills (Smith et al., 2004). Dewey believed everyone should fully participate in democracy and that schools should be intertwined with society to make this a reality (Meyers, 2009).

Additionally, Dewey is said to have laid the foundation of experiential and cooperative learning by emphasizing student-centered and active learning frameworks (Smith et al., 2004). He believed “teaching must build on the individuality of each student. Dewey thought education should be very purposeful about engaging the learner” (p. 26). He viewed “education as a more open-ended inquiry process rather than a teacher-dominated process of ‘handing down’ knowledge” (p. 26).

Whereas Dewey laid the foundation of ideals for living-learning communities, Alexander Meiklejohn (1932) put those ideals into action. During the 1920s, Meiklejohn disagreed with the way undergraduate curriculum was splitting into specific disciplines (Smith, 2001). In response, he introduced the Experimental College at the University of Wisconsin. Meiklejohn believed students should learn “how to think, not what to think” (Smith et al., 2004, p. 30). The school was focused on attracting a wide array of students and providing them a liberal education. The bulletin explaining the school’s approach was also the first to ever reference the concept of learning communities.

The men of the school lived in one community alongside the offices of their faculty members, with whom they built close relationships (Smith et al., 2004). In fact, faculty members were known as advisors and methods of active learning, such as discussion-based seminars, were implemented. The Experimental College did not last long, but the alumni of Meiklejohn’s first living-learning community became leaders in
various walks of life and remained interested in the problems of democracy and their communities.

Although they were both pushing the boundaries of curriculum development at the time, Meiklejohn and Dewey presented different concepts of education. Meiklejohn was a philosophical idealist and Dewey was a pragmatist, but today we see living-learning communities drawing from both philosophers (Smith et al., 2004). Other leaders in higher education, such as Joseph Tussman, also pushed boundaries that ultimately led to more successful living-learning communities (Shapiro & Levine, 1999). Each person saw a need for a close relationship between the student and teacher and to tie education together with understanding society. Meiklejohn, however, played a significant role in tying education to democracy and the preparation of students to be good citizens (Shapiro & Levine, 1999).

In the 1980s, retention became a goal frequently discussed within higher education (Stassen, 2003). With the support of Tinto’s (1993) theory of student departure, living-learning communities reemerged as a way to put his theory into practice. Tinto demonstrated that students who integrate both their social and academic lives with the life of the institution are less likely to withdraw. Living-learning communities were recreated to focus on this process mainly with first year students (Stassen, 2003). Some schools continue to use learning communities as a centerpiece to their first-year experience programs to help students transition from high school to college (Shapiro & Levine, 1999). However, other living-learning programs may focus on a specific academic major or a developmental studies program.
Structure

Learning communities are “among the oldest and most revered models of education” (Shapiro & Levine, 1999, p. 2). However, they are not outdated. Using a variety of methods, learning communities provide a group of students the opportunity to take courses linked together with a focus on specific themes or academic disciplines (MacGregor, Smith, Tinto, and Levine, 1999). Adding another perspective, Gabelnick, MacGregor, Matthews, and Smith (1990) stated learning communities provide for deeper understanding and integration of course material through their unique structure.

Of the four learning community models, living-learning communities are considered the most radical of the learning community models because they require modification of the teaching, curricular, and housing systems (Shapiro & Levine, 1999). The curricular aspect of living-learning communities often takes the form of one of the other three models: cluster, FIGs, or team-teaching. Much collaboration campus-wide is often required. Shapiro and Levine said learning communities often need a partnership between idealistic and pragmatic players on a campus. However, research showed the extra effort in coordinating living learning communities is worth it.

As Laufgraben et al. (2004) noted, living-learning communities provide for a richer scholarly community “for faculty and students to come together to explore ideas across disciplinary boundaries and beyond the limitations of classroom meeting times” (p. 131). Creativity, innovation, reflection, inquiry, and discovery are adjectives the authors used to describe the experience. They also highlighted the deep learning that can take place when the “residence hall environment becomes a twenty-four-hour-a-day setting for intellectual engagement” (p. 132).
Living-learning programs can require a large amount of staff coordination and facilitation. However, especially in times of severe budget concerns, it is important to note studies like the one conducted by Stassen (2003). Her work indicated that even a modest living-learning community could help the general student population avoid academic failure early in their college career. As she stated, “The general student population can benefit significantly from even relatively limited and uncoordinated [living-learning community] efforts” (p. 607).

**Student Impact**

**Benefits.** Students increase their likelihood of being academically successful by living in learning communities. A study conducted to examine different models of learning communities showed that students in all types of learning communities achieved higher grade-point-averages than students not living in learning communities (Stassen, 2003). The study also found a significantly higher level of academic integration. Researchers Pascarella and Terenzini (1991) found similar results, stating that students in living-learning communities gained more intellectual stimulation from their academic programs than other students. Living-learning programs also seem to bring a higher level of enjoyment. Students in living-learning communities at Rollins College reported their courses as more engaging than students in non-living-learning communities (Eck et al., 2007). Additionally, research using the National Study of Living-Learning Programs (NSLLP) found that students in living-learning communities felt a higher level of academic self-confidence (Inkelas et al., 2006).

There are many beneficial aspects of living in learning communities beyond increased grade-point-averages. In fact, a higher level of critical thinking skills,
application of knowledge abilities, and growth in liberal learning were found in students from a study using the NSLLP (Inkelas et al., 2006). Assessment of a living-learning program at Rollins College showed an increase in the development of critical thinking skills and knowledge of wellness (Eck et al., 2007). Additional benefits of living-learning communities, such as social integration, also increased a student’s success during and after college. A studying using the NSLLP found that students in living-learning communities had significantly more positive perceptions of their residence hall climates and used their residence hall resources more frequently than students living in non-living-learning communities (Inkelas et al., 2006).

As Shapiro and Levine (1999) demonstrated, “success in college is directly connected to student-faculty interaction, student involvement in cocurricular activities, and, most important, peer influences and interaction” (p. xii). These elements are found within successful living learning programs. Without the interpersonal relationships with other students and faculty members, the positive effects of living-learning communities nearly disappeared (Pascarella & Terenzini, 1991).

**Retention.** As noted above, living-learning communities reemerged near the end of the 1980s as a method to integrate students and decrease student withdrawal rates (Stassen, 2003). Knowing that this is a reliable method of improving first-year student retention (Laufgraben et al., 2004), many schools have found great success implementing living-learning communities. Rollins College found great success in specifically increasing its measure of social engagement through the development of living-learning communities for first-year students (Eck et al., 2007). Increased social engagement led to better integration overall and less likelihood of student withdrawal. Pascarella, Terenzini,
and Blimling (1994) also found that students in living-learning programs are more likely to persist. Their study found that living-learning communities provide a more intellectual atmosphere than traditional residence halls and more opportunities to interact with faculty.

Summary

Living-learning programs have a long history of effectively integrating students into the social and academic aspects of higher education. True to its roots, living-learning communities teach students “how to think, not what to think” (Smith et al., 2004, p. 30). They teach students how to be more engaged and active citizens both during their college experience and for a lifetime afterward.

Similarly, service-learning aims to connect students to the world around them. It shows them how to engage in their communities, better understand their roles, and better understand their course materials (Prentice & Robinson, 2010). By breaking through the boundaries of campus and entering the surrounding communities, students quickly see the human side of their field of study. They learn how and why to apply the knowledge they gain in the classroom to the multitude of issues in society.

Living-learning communities and service-learning both take learning to a deeper, more meaningful level. Both methods press the boundaries of traditional education. Both methods bring students closer to faculty while more fully integrating them into the campus community and society. By combining these two methods of education, students will gain an experience that integrates them to the institution while preparing them for a field of work where they can make a positive impact in society.
CHAPTER THREE

METHODOLOGY

Statement of Purpose

The purpose of this creative project was to develop the structure and initial year of operating plans for a service-learning living-learning community to be used at traditional four-year universities or colleges in the United States. The program will target students in all class standings and from five specific academic majors. Expected outcomes from this program include, but are not limited to the following: increased relationships between the community and school; increased levels of civic engagement; increased levels of student retention; higher degree of career confidence; higher levels of career preparation; increased worldview and understanding of the connection between academic majors and local, state, national, and world issues; increased understanding of how students can make a difference through their areas of study; and local, state, and national recognition for the college or university.

Methodology

The first step in developing a service-learning living-learning program involved preliminary research. A thorough examination was done of academic literature related to both service-learning and living-learning communities. Much of this information is reported in Chapter Two of this paper. The second step involved searching through a large range of college and university websites to see if and how each institution
implemented service-learning and living-learning programs. The hope was to find other schools that had combined the two educational methods.

Although this second step included simple Internet searches, recommendations of schools to examine were also provided by individuals within student affairs leadership. A few colleges and universities had programs that combined service-learning and living-learning communities. However, most programs differed by having a strict focus on first-year students. Next, interviews were arranged with relevant professional staff at colleges and universities that had service-learning living-learning communities. In some cases, schools did not designate their focus as service-learning, but instead the focus was on service-based living-learning communities and housed almost entirely within the residence life department without a connection to academic affairs. This is another sizable difference from the proposed program in this paper. Informational interviews were then conducted to gain as much relevant knowledge as possible.

**Design of Project**

As noted above, the combination of service-learning and living-learning communities will prove beneficial for the students involved, the school they attend, and the community partners who participate. The program will increase student retention while also increasing career certainty, career preparation, and worldview. Students will have weekly interaction and relationship-building opportunities with specific community partners through methods relevant to their majors. These experiences will help them understand the impact they can have through their chosen career path. Additionally, reflection, discussion, and cohort activities will help students with different levels of maturity learn from each other’s experiences. However, the energy and determination
demonstrated by faculty and staff members when implementing this program may determine its true level of success.

**Location Selection**

The initial steps in designing a service-learning living-learning community will include thoughtful consideration of how best the program can be implemented within the specific university at hand. First, a residence hall should be selected in which one wing can be reserved for participants of this program. Ideally, the layout of the floor would be one that easily creates a close community such as a straight hallway with double-occupancy rooms directly across from one another and common bathrooms. This provides for community development to happen naturally.

The residence life staff within the building should also be taken into consideration. Due to the high level of attention needed, especially within the first year of operation, dedicated staff members who understand the importance of service-learning and living-learning communities are vital. Additionally, the staff members must have an ability to work well with professors as well as develop and sustain relationships across departments. Whether or not this program is initiated within the housing and residence life department, it is important to ensure support for the program through all levels of leadership within the department.

**Academic Tasks**

**Academic residence.** It must first be decided where the academic portion of this program will reside. As noted above, two primary possibilities exist. Ideally, the sociology department would adapt two already existing courses, one course for the fall and one course for the spring. The sociology department must be willing to provide a
professor who understands the value of a service-learning living-learning community, works hand-in-hand with the residence hall staff, and adapts course materials to the goals of the program.

**Selection of a common course.** Although it will vary at different universities, courses such as Sociology 242, Social Problems, may be provided in the fall and Sociology 260, Society and the Individual, may be provided in the spring. Sociology 320, Social Inequality, may also serve as a good substitute for either course, if needed. These courses will provide opportunities for students to further understand topics and issues of which they may gain exposure through their weekly and monthly commitments in the community.

At colleges or universities where faculty support within the sociology department cannot be obtained, courses in other relevant departments may be adapted and used instead. However, if this aspect of the program remains a challenge, a course may be created through an academic department’s partnership with Student Affairs. In this case, the office of civic engagement will take on the responsibility of developing a course with academic guidance and approval through an academic department. This process is not unlike the courses designed and offered at many colleges and university for resident assistants in the residence halls. Like the sociology courses at mentioned above, this course should provide opportunities for students to better understand the social issues and topics they will witness each week.

Leadership within the office of civic engagement may choose to use their own student affairs professionals to teach the course, or they may reach into other departments. Either way, the appropriate channels through which new courses are
approved for credit must be pursued. This newly created course may best reside within a university’s department of education. However, this process, and the department within which the course resides, will vary depending on the unique qualities of each institution.

**Selection of majors.** Aside from whether a new course is created or an existing course is adapted, the next step will be to decide on the five most applicable majors to include in this program. Although colleges and universities will vary, five ideal majors include business, education, political science, public relations, and sociology. These areas of study include students with majors that will benefit most from the intended outcomes of the program and will be able to apply their new knowledge and experiences beyond graduation.

Once the five major focus areas of the program have been decided, the lead faculty member (or office of civic engagement staff member) and residence life staff member must focus on garnering support from those five departments. Specifically, they will need to gain commitment from at least one faculty member within each area of study who is willing to provide insight and guidance throughout the year. This faculty member will be invited to all living-learning community events and activities, but will be expected to attend no less than the one monthly learning team meeting. These four faculty members (and the facilitating sociology professor) will be kept abreast of all activities, successes, and challenges within the living-learning community.

**Community Engagement**

The learning team will assemble early in the spring semester before the initial fall launch of this program, and each spring semester following, to discuss future community partners. The ideal number of community partners will range from twelve to fifteen and
consist almost entirely of nonprofit organizations in the surrounding community. Each learning team should determine the distance from campus that is most appropriate for their students. The organizations should have clear missions that guide them to make positive changes in the community.

Community partners may range from homeless shelters and food banks to domestic violence shelters and after-school enrichment organizations. To provide variation in depth and scope of work, at least two national nonprofits should be included. Research should also be conducted to ensure the validity of each nonprofit’s community efforts, including a review of their annual financial reports. Once invited to participate, each community partner must commit to providing a positive experience for a set number of students in the cohort. This number may vary depending on the size and leadership of the organization. However, the community partner must guarantee that each student will have a supervisor. The community partner may also volunteer to provide a large-group service experience for the student cohort during one of the eight months of the academic year.

It is vital to the student experience that community partners be able to provide insightful and engaging service experiences. It is also important that once brought into the program, each community partner feels they are an equal part of the program. Each community partner must be able to provide one main contact with whom the facilitating faculty member and residence life staff member can regularly communicate. Each April and November, community partners will be brought to campus for a community partner fair. These events will provide an opportunity for cohort students to learn about each community partner before submitting a list of their preferred organizations for the
following semester. Mid- to late-semester, all community partners will be encouraged to
attend a learning team meeting to discuss the successes and challenges of the program
and the current year’s cohort.

**Cohort Selection**

During the first week of each November, the program will be advertised within
the five designated majors: business, education, political science, public relations, and
sociology. An advertising campaign will be implemented from both the academic affairs
and student affairs divisions of the university or college. Students will see emails, flyers,
and other reminders in their residence halls, around campus, and in the classroom.
Ideally, fifty to seventy-five applications will be collected on a campus of approximately
twenty-thousand students.

The learning team will assemble to review all applicants. After the initial year,
this learning team meeting should include the two cohort leaders. First they will check
for minimum requirements including good standing with the university, minimum of 2.25
GPA, and at least one letter of recommendation from a faculty or staff member on
campus. Beyond the minimum requirements, the learning team will select a diverse
group of individuals based on past experiences, interests, skills, majors, and
demographics like age, race, and sex.

Once the pool of applicants is narrowed, the learning team may decide to conduct
interviews to get a better feel for each candidate’s personality and possible success within
the program. The learning team should not feel compelled to fill all spots within the
cohort if enough quality candidates have not applied. Although the cohort should not be
smaller than fifteen members, it will be better to have a smaller number of quality,
dedicated, and engaged participants. If possible, an alternate list should also be created in case chosen students do not accept the offer or a change in circumstances forces someone to leave. The residence life staff should be given charge of assigning chosen students to specific rooms and pairing them with roommates.

Once the cohort is determined, two cohort leaders will also be chosen. Program applications will have a box to check if the applicant is interested in being one of the cohort leaders. The student will also need to submit an additional essay. Preferably the cohort leaders will consist of one male and one female upper-class student. Members of the learning team will conduct interviews to determine the best student leaders for the incoming cohort. The cohort leaders will sit on the learning team and serve as the student voice in learning team meetings. The cohort leader may also be given additional responsibilities during the year, as the faculty and staff facilitators see fit.

Each April, a social will take place to introduce the incoming and outgoing cohorts to one another. Depending on the nature of the program at each college or university, a number of students may be staying in the community and transitioning from one cohort to the next. The variety of class standings within the cohort should prevent too large or too small of a turnover between returnees and new members to the cohort each year. Whether returning or new, all members will be required to return to school a week early in the fall. That week will be dedicated to team-building activities, group service projects, and time for students to orient themselves at their community partner sites.
Operation and Facilitation

**Weekly student tasks.** Each week students are responsible for completing five hours of work with their designated community partner. This work will be completed with the same community partner each week of the semester. As noted above, the community partner will change for each student after winter break. Although the student will submit a list of community partner preferences, the facilitating faculty member and residence life staff member will make the final decisions. These decisions will be based on the needs and goals of the community partner and the student.

Additionally, students will be responsible to submit weekly electronic journal entries providing reflection about their experiences that week. Each entry should list the dates, times, and focus of their work that week. Each entry can explore experiences with their community partner but also with their cohort members. The written reflections should connect knowledge being gained in the common course to the work they are doing with their community partner.

The cohort leaders will facilitate weekly reflection and planning meetings. Initially, the facilitating faculty and residence life staff members will lead these meetings. However, they will train and slowly transfer facilitation of the meetings to the cohort leaders. These meetings should be informal, yet have clear goals. They should also include ice-breakers, team-builders, and opportunities for group reflection on both individual and shared experiences. Facilitators should be prepared to tackle feelings of frustration with each other as well as feelings of frustration with social issues the students encounter each week. Additionally, the weekly meetings may be used to plan optional social activities and mandatory monthly service events.
**Monthly cohort activities.** Under direction of the two cohort leaders, students will participate in a group service activity during the last weekend of each month. The students must plan and execute the service event. Preferably, all students will be able to participate at the same site. However, this may not always be feasible given the small size of some of the community partners. The two cohort leaders will also attend the monthly learning team meetings to serve as the voice of the participants.

**Semester change.** In November and April, one of the weekly cohort meetings will be dedicated to collectively reviewing the pros and cons of each student’s experience with their community partner. This meeting will take place the week following the community partner fair noted above. Students will make a new list of preferred community partners for the spring semester. The facilitating faculty and residence life staff members will once again make the final decisions.

The common course will also change at this time. However, the facilitating faculty member should remain the same between fall and spring semesters. Grades will also be assigned during this time. Grades will be based on participation in the cohort, a community partner evaluation of the student, and other coursework as assigned. The cohort will also be encouraged to create a large-scale community service project related to the holidays. The specific focus of this project should relate to coursework and cohort discussions based on community partner experiences thus far in the semester. The cohort will also be introduced to the requirements of their final project due at the end of April.

**End-of-year.** The end of the year will be an exciting time for the cohort to showcase its accomplishments for the year. The incoming cohort, as well as faculty, staff, and students across the college or university, will be invited to an end-of-year
showcase fair in the residence hall. The current cohort will create displays of their work as individuals and as a community that year. Large pictures of the incoming and outgoing cohorts should be displayed at this event as well. Acknowledgements will be given to incoming and outgoing community partners, learning team members, cohort leaders, and other leaders in this learning community.

The crowning aspect of the end-of-year celebration will be displaying the cohort’s final project. Beginning just before holiday break, the cohort will be asked to use the spring semester to design and implement a plan that will positively change the world. They will be encouraged to use their experiences with their community partners and their course discussions as frames of reference. The cohort will be provided little guidance or direction throughout the spring semester. However, the students will have a rubric by which their grades will be determined.

**Summary**

The multitude of benefits found in service-learning and living-learning communities will be evident for students and community partners participating in this program. Through practical, hands-on experience students will gain a larger world-view while enhancing their skills and knowledge relevant to their future career paths. Participants will understand their potential more than other students and have an advantage over other candidates when pursuing a job after graduation. This program allows students to learn from each other, learn from the community, and better understand how to make positive changes in society. Simultaneously, community partners will gain helpful experience and knowledge from the students working with them each week. The potential of positive impact for the college or university is also
exponential. Each cohort may bring a completely different experience, but each cohort will change and be changed for the better.
CHAPTER FOUR

CREATING A SERVICE-LEARNING LIVING-LEARNING COMMUNITY

Project Summary

This creative project developed the structure and initial year of operating plans for a service-learning living-learning community. This model is intended to be used at traditional four-year universities or colleges in the United States. It will target students in all class standings and from five specific academic majors. Through practical, hands-on experience, students will gain a larger world-view while enhancing their skills and knowledge relevant to their future career paths. Expected outcomes from this program include, but are not limited to the following: increased relationships between the community and school; increased levels of civic engagement; increased levels of student retention; higher degree of career confidence; higher levels of career preparation; increased understanding of the connection between their academic majors and local, state, national, and world issues; increased understanding of how students can make a difference through their areas of study; and local, state, and national recognition for the college or university. Simultaneously, community partners will gain helpful experience and knowledge from the students.

The design of this project includes the following items:

- Administrative Timeline: The administrator’s schedule, page 50.
Administrative Timeline

This timeline is intended for use by the Lead Faculty Member and the Lead Staff Member to create and implement the initial service-learning living-learning community. This timeline is an internal document and would not be shared with students.

Year Prior to the Initial Launch

September

- Confirmation of Lead Staff Member (preferably a Residence Hall Director)
- Lead Staff Member signs and returns Roles and Responsibilities Agreement Form (Appendix A)
- Selection of common courses to use for fall and spring semesters (Appendix B)
- Introduction of idea and solicitation of full support from the chair of the appropriate academic department (preferably the Department of Sociology)
- Solicitation of Lead Faculty Member (preferably a faculty member who currently teaches or feels comfortable teaching the common course)
- Lead Faculty Member signs and returns Roles and Responsibilities Agreement Form (Appendix C)
- If using a course designed by the office of civic engagement, the course design and Lead Staff Member for instruction would need designated at this time

October - November

- Lead Faculty Member takes steps to secure a section of the fall and spring common courses for the following year for the 25-30 students in this program
• Solicit faculty members for the Learning Team, one from each of the five departments from which students will be recruited, using nomination letters (Appendix D) and face-to-face interactions

• Distribution of faculty member applications using website link (Appendix E)

• Selection of faculty members for the Learning Team (interviews will be conducted if needed)

• Faculty Learning Team Member Roles and Responsibilities Agreement Form must be signed and returned to fully accept the position (Appendix F)

• If using a course designed by the office of civic engagement, appropriate steps for course approval should be taken at this time

• Publicity to recruit student participants should be designed and implemented. In the initial year, publicity will need to be extremely well thought out and should create a buzz around campus.
  
  ○ Create a website with basic information linked from the Housing and Residence Life website, the civic engagement office website, and the relative academic department websites
  
  ○ An informational flyer will be created (Appendix G). Versions of the flyer should be hung around campus and distributed to academic and administrative offices on campus. Individuals in those offices will be encouraged to help solicit students for this opportunity.
  
  ○ Residence Hall Directors and other staff and faculty members across campus will be invited to submit student names of who should receive a “You’ve Been Nominated” email (Appendix H)
○ Academic and Student Affairs offices, as well as relevant student organizations, will be asked to post electronic versions of the informational flyer to any social media of which they have access or control.

○ Relevant student organizations will be visited to present and discuss this opportunity.

- Hold informational meeting (Appendix I)
- Make student applications available online and include Cohort Leader Roles and Responsibilities Agreement Form (Appendix J)

December

- Continued promotion of the new Service-Learning Living-Learning Community
- Review student applications and hold interviews (Appendix K)
- Fill out living-learning community roster (Appendix L)
- Notify applicants whether they were accepted into the community
- New members must complete a housing contract to finalize their acceptance
- Work with Housing and Residence Life to locate a hallway of 15 double-capacity rooms (preferably with shared bathrooms and a common lounge) to allocate to this program

January

- Hold first Learning Team meeting (Appendix M)
- Solicit community partner participation through email, snail mail, phone, and personal visits (contacts may be solicited from the office of civic engagement, the career center, and other campus offices)
• Make community partner applications available online and include Community Partner Roles and Responsibilities Agreement Form (Appendix N)

February

• Conduct cohort leader interviews using notes from initial interview for the program (this should be treated as an intentional conversation)
• Hold Learning Team meeting (Appendix M)
• Review community partner applications (arrange visits/interviews as needed)

March

• Hold Learning Team meeting with community partner representatives (Appendix M)
• Decide which community partners will participate the following year and complete community partner roster (Appendix O)

April

• Hold Community Partner Fair for students and community partners to mix, mingle, and learn more about one another (Appendix P)
• Hold Learning Team meeting and review community partner/student match forms and decide where students will serve in the fall
• Cohort leaders complete the cohort community service planning documents (Appendix Q) for the fall and present to the Learning Team
• Solicit t-shirt designs from the incoming cohort of students, then vote on final design
• Hold a closing meeting with the incoming cohort of students the week before finals (Appendix R)

May

• Lead Staff Member will order shirts and other supplies needed for the following year
• Hold Learning Team meeting (Appendix M)
• Lead Faculty Member completes course syllabus for fall course

June

• Learning Team members divide the list of community partners and meet individually to reconnect and complete the preparation checklist together (Appendix S)
• Hold Learning Team meeting (Appendix M)

July

• Learning Team members reconnect with community partners to ensure all items on checklist are complete
• Lead Staff Member reconnects with cohort leaders about the upcoming semester and plans for the cohorts early return to campus
• Lead Staff Member sends a reminder email to the cohort regarding early return to campus
Year of the Initial Launch (and Subsequent Years)

August

- Hold Learning Team meeting (Appendix M)
- Lead Staff Member, Lead Faculty Member, and cohort leaders facilitate the cohort’s Welcome Week (Appendix T)
- Lead Staff Member and Lead Faculty Member alternate weeks meeting one-on-one with the cohort leaders

September

- Hold Learning Team meeting (Appendix M)
- Lead Staff Member and Lead Faculty Member alternate weeks meeting one-on-one with the cohort leaders
- Lead Staff Member and Lead Faculty Member introduce the large-scale holiday service project (Appendix U)
- Learning Team members reconnect individually with contacts at the community partner sites to which he/she has been assigned for the year

October

- Hold Learning Team meeting (Appendix M)
- Lead Staff Member and Lead Faculty Member alternate weeks meeting one-on-one with the cohort leaders
- Lead Faculty Member takes steps to reconfirm a section of the fall and spring common courses for the following year for the 25-30 students in this program
- Publicity to recruit student participants should be redesigned and implemented.
o Update recruitment website with basic information linked from the Housing and Residence Life website, the civic engagement office website, and the relative academic department websites

o An informational flyer will be recreated (Appendix G). Versions of the flyer should be hung around campus and distributed to academic and administrative offices on campus. Individuals in those offices will be encouraged to help solicit students for this opportunity.

o Residence Hall Directors and other staff and faculty members across campus will be invited to submit student names of who should receive a “You’ve Been Nominated” email (Appendix H)

o Academic and Student Affairs offices, as well as relevant student organizations, will be asked to post electronic versions of the informational flyer to any social media of which they have access or control

o Relevant student organizations will be visited to present and discuss this opportunity

November

- Hold Learning Team meeting with community partners to gather feedback and prepare for the Community Partner Fair (Appendix M)
- Lead Staff Member and Lead Faculty Member alternate weeks meeting one-on-one with the cohort leaders
- Lead Staff Member and Lead Faculty Member introduce the End-of-Year Project (Appendix V)
• Lead Staff Member and Lead Faculty Member recommit and sign a new copy of their Role and Responsibilities Agreement Form (Appendix A)

• Lead Faculty Member and Faculty Learning Team Members recommit and sign new copies of the Roles and Responsibilities Agreement Forms (Appendix C, Appendix F)

• If needed, solicit replacement faculty members for the Learning Team for the following academic year using nomination letters (Appendix D) and face-to-face interactions

• Distribution of faculty member applications using website link (Appendix E)

• Selection of faculty members for the Learning Team (interviews will be conducted if needed)

• New Faculty Learning Team Members must sign Roles and Responsibilities Agreement Form to fully accept the position (Appendix F)

• Lead Faculty Member completes course syllabus for spring course

• Hold informational meeting for students interested in the program (Appendix I)

• Make student applications available online (Appendix J)

December

• Hold Community Partner Fair for students and community partners to mix, mingle, and learn more about one another (Appendix P)

• Hold Learning Team meeting and review community partner/student match forms and decide where students will serve in the spring (Appendix M)
• Lead Staff Member and Lead Faculty Member alternate weeks meeting one-on-one with the cohort leaders

• Review student applications and hold interviews (Appendix K)

• Fill out living-learning community roster for following academic year (Appendix L)

• Notify applicants whether they were accepted into the community

• New members must complete a housing contract and a community contract to finalize their acceptance

• Work with Housing and Residence Life to reconfirm a hallway of 15 double-capacity rooms (preferably the same space)

**January**

• Hold Learning Team meeting (Appendix M)

• Lead Staff Member and Lead Faculty Member alternate weeks meeting one-on-one with the cohort leaders

**February**

• Conduct cohort leader interviews

• Hold Learning Team meeting (Appendix M)

• Lead Staff Member and Lead Faculty Member alternate weeks meeting one-on-one with the cohort leaders

• Learning Team members reconnect individually with contacts at the community partner sites to which he/she has been assigned for the year - community partners
are asked to recommit to another academic year and sign a new Community Partner Roles and Responsibilities Agreement Form (Appendix N)

- If needed, solicit community partner participation through email, snail mail, phone, and personal visits (contacts may be solicited from the office of civic engagement, the career center, and other campus offices)
- Distribute community partner applications using website link (Appendix N)

March

- Hold Learning Team meeting (Appendix M) and review new community partner applications
- As needed, new community partners sign a Roles and Responsibilities Agreement Form (Appendix N)
- Lead Staff Member and Lead Faculty Member alternate weeks meeting one-on-one with the cohort leaders

April

- Hold Learning Team meeting with community partners to gather feedback and prepare for the Community Partner Fair (Appendix M)
- Plan and facilitate an End-of-Year Showcase (Appendix W)
- Send End-of-Year Showcase invitations to interested parties on campus and in the community
- Hold Community Partner Fair for students and community partners to mix, mingle, and learn more about one another (Appendix P)
- Hold second Learning Team meeting and review community partner/student match forms and decide where students will serve in the spring (Appendix M)
• Hold cohort transition social/meeting with incoming and outgoing cohorts
  (Appendix X)
• Lead Staff Member and Lead Faculty Member alternate weeks meeting one-on-one with the cohort leaders
• Cohort leaders complete the cohort community service planning documents (Appendix Q) for the fall and present to the Learning Team
• Solicit t-shirt designs from the incoming cohort of students, then vote on final design
• Administer an end-of-year evaluation (Appendix Y)

May
• Hold Learning Team meeting (Appendix M)
• Lead Staff Member and Lead Faculty Member alternate weeks meeting one-on-one with the cohort leaders
• Lead Faculty Member adjusts course syllabus as needed for fall course
• Lead Staff Member will order shirts and other supplies needed for the following year

June
• Learning Team members divide the list of community partners and meet individually to reconnect and complete the preparation checklist together (Appendix S)
• Hold Learning Team meeting (Appendix M)
July

- Learning Team members reconnect with community partners to ensure all items on checklist are complete
- Lead Staff Member reconnects with cohort leaders about the upcoming semester and plans for the cohorts early return to campus
- Lead Staff Member sends a reminder email to the cohort regarding early return to campus

**Living-Learning Community Timeline**

This timeline is intended for use by the entire cohort during the year of initial launch and all subsequent years. This timeline is an external document and would be shared with students.

August

- Weekly cohort meetings for students to debrief and discuss the week
- Spend five hours per week at assigned community partner site
- Monthly cohort service project - last Saturday of each month
- Weekly reflection/journal entries (Appendix Z)

September

- Weekly cohort meetings for students to debrief and discuss the week
- Spend five hours per week at assigned community partner site
- Monthly cohort service project - last Saturday of each month
- Weekly reflection/journal entries (Appendix Z)
- Begin planning December large-scale service project
October

- Weekly cohort meetings for students to debrief and discuss the week
- Spend five hours per week at assigned community partner site
- Monthly cohort service project - last Saturday of each month
- Weekly reflection/journal entries (Appendix Z)

November

- Weekly cohort meetings for students to debrief and discuss the week
- Spend five hours per week at assigned community partner site
- Monthly cohort service project - last Saturday of each month
- Weekly reflection/journal entries (Appendix Z)
- Assist with informational meeting for students interested in the program
- Reapply and interview for the following year’s cohort
- Form teams and begin planning End-of-Year Project

December

- Weekly cohort meetings for students to debrief and discuss the week
- Cohort members gather feedback from each other regarding community partner sites before attending the Community Partner Fair
- Spend five hours per week at assigned community partner site
- Monthly cohort service project - last Saturday of each month
- Weekly reflection/journal entries (Appendix Z)
- Community Partner Fair
• If returning the following academic year, students must complete another housing contract to finalize their acceptance

January

• Weekly cohort meetings for students to debrief and discuss the week
• Spend five hours per week at assigned community partner site
• Monthly cohort service project - last Saturday of each month
• Weekly reflection/journal entries (Appendix Z)

February

• Weekly cohort meetings for students to debrief and discuss the week
• Spend five hours per week at assigned community partner site
• Monthly cohort service project - last Saturday of each month
• Weekly reflection/journal entries (Appendix Z)

March

• Weekly cohort meetings for students to debrief and discuss the week
• Spend five hours per week at assigned community partner site
• Monthly cohort service project - last Saturday of each month
• Weekly reflection/journal entries (Appendix Z)

April

• Weekly cohort meetings for students to debrief and discuss the week
• Spend five hours per week at assigned community partner site
• Monthly cohort service project - last Saturday of each month
• Weekly reflection/journal entries (Appendix Z)
• Community Partner Fair
• Complete and submit community partner/student match forms (Appendix P)
• Finalize projects for End-of-Year Showcase (Appendix W)
• Attend cohort transition social
• Complete an end-of-year evaluation (Appendix Y)
• If returning to the cohort, design and vote on cohort t-shirt for the following year

May
• Weekly cohort meetings for students to debrief and discuss the week
• Spend five hours per week at assigned community partner site
• Monthly cohort service project - last Saturday of each month
• Weekly reflection/journal entries (Appendix Z)
References


Appendix A

Lead Staff Member Roles and Responsibilities Agreement Form

As the Lead Staff Member, I, ________________________________, will:

- Serve as the administrative lead and program coordinator for the service-learning living-learning community and serve as the liaison to other campus offices including Housing and Residence Life and the Office for Civic Engagement
- Attend weekly student cohort meetings, Learning Team meetings, monthly service projects, and any special events throughout the academic year
- Serve as the main student contact for the programmatic and housing aspects of the living-learning community
- Meet individually with both cohort leaders on alternating weeks
- Serve as a liaison to hall staff, including RAs and other student staff
- Work closely and respectfully with the Lead Faculty Member – meet with him/her weekly, and make every attempt to communicate frequently and openly with him/her
- Initiate, build, and facilitate quality relationships with community partner sites, while always keeping both their best interests and the best interests of our students in mind
- Ensure policies and procedures of the university and of Housing and Residence Life are followed and upheld
- Serve as a positive ambassador and advocate of the program to other areas of campus and in the community
- Other (to be added by Learning Team or Lead Faculty Member and discussed before signing): ________________________________________________

____________________________________________________________
____________________________________________________________

I promise to uphold these roles and responsibilities as well as others that may develop over the course of the academic year. If I do not uphold these responsibilities, I expect the Learning Team to address it as an issue as soon as possible.

Lead Staff Member:

_______________________       _______________________   _____________
Print                   Sign                  Date

Lead Faculty Member:

_______________________       _______________________   _____________
Print                   Sign                  Date
Appendix B

Ideal Common Courses for the Service-Learning Living-Learning Community

The following are descriptions from a large research institution of three ideal courses that could be chosen for this program.

**Ideal course for fall semester:**
Sociology 242: Social Problems
Discussion and analysis of current social problems within American society. Examines political, economic, and social dimensions of problems, their causes, and possible solutions.

**Ideal course for spring semester:**
Sociology 260: Society and the Individual
Analysis of the interaction between people and their social environment. Examines the effects of groups and society on individuals.

**Ideal alternate course (if needed):**
Sociology 320: Social Inequality
Examines causes and consequences of social class, status, and mobility in the United States and other countries.
Appendix C

Lead Faculty Member Roles and Responsibilities Agreement Form

As the Lead Faculty Member, I, ________________________________, will:

- Serve as the faculty lead for the service-learning living-learning community, and serve as the liaison to academic departments including my own department as well as the other four (or five) departments from which this program will draw students.
- Attend weekly student cohort meetings, Learning Team meetings, monthly service projects, and any special events throughout the academic year.
- Work closely and respectfully with the Lead Staff Member - meet with him/her weekly, and make every attempt to communicate frequently and openly with him/her.
- Meet individually with both cohort leaders on alternating weeks.
- Advocate for the success of this program within academic affairs.
- Keep the best interests of the program and the students in mind as the guiding elements of this program.
- Take an active role in soliciting faculty members for the Learning Team.
- Actively assist in helping students connect the coursework to the programmatic pieces of this living-learning community (i.e. their weekly service, cohort discussions, etc.).
- Work to keep faculty members involved during summer months.
- Initiate, build, and facilitate quality relationships with community partner sites, while always keeping both their best interests and the best interests of our students in mind.
- Serve as a positive ambassador and advocate of the program to other areas of campus and in the community.
- Work to identify and enlist future faculty leaders for this living-learning community.
- Prepare a faculty member to teach the common courses for this living-learning community and serve as Lead Faculty Member before leaving my position.
- Incorporate journal entries and other living-learning community expectations into the students common course grade.
- Solicit feedback from the Learning Team and Lead Staff Member regarding the common course syllabus.

Lead Faculty Member:

_________________________       _______________________   _____________
Print                   Sign                  Date

Lead Staff Member:

_________________________       _______________________   _____________
Print                   Sign                  Date
Appendix D

Faculty Learning Team Member Nomination Letter

Congratulations NAME!

You have been nominated by a BSU faculty or staff member as an excellent candidate for the Learning Team that oversees the Service-Learning Living-Learning Community within Housing and Residence Life. This important team of professors and university administrators works closely with student affairs staff to facilitate a life-changing experience for the students in this program.

Our Service-Learning Living-Learning Community provides students the opportunity to apply their interests, skills, and classroom knowledge while working at nonprofit organizations in the community. Thirty students from five academic areas live together on one common wing of a residence hall. Over the course of one academic year, they experience first-hand the challenges of understanding the issues of the world and the challenges of trying to eliminate those issues. Although they live in a focused community, each student witnesses their weekly experiences through the lens of their chosen field of study.

As you can imagine, this program provides a unique and moving experience for each student. It is important that we surround this community of students with great leadership from each of the five academic areas involved. Because you have been highly recommended, we hope you will consider applying for this excellent opportunity to reach students and your community on a new level. Further information, as well as a brief application, is available online at http://tinyurl.com/SLLLC. We have also attached a list of roles and responsibilities required of this position.

If you have any questions, please do not hesitate to call. We are more than happy to speak with you.

Sincerely,

Name        Name
Title       Title
Lead Faculty Member Lead Staff Member
Service-Learning Service-Learning
Living-Learning Community Living-Learning Community
Appendix E

Faculty Learning Team Member Application

This application should be filled out and submitted online. Each application will then be reviewed by the Lead Faculty Member and Lead Staff Member.

Faculty Learning Team Member Application

Thank you for your interest in joining the Learning Team that oversees the Service-Learning Living-Learning Community within Housing and Residence Life. This important team of professors and university administrators works closely with student affairs staff to facilitate a life-changing experience for the students in this program.

Our Service-Learning Living-Learning Community provides students the opportunity to apply their interests, skills, and classroom knowledge while working at nonprofit organizations in the community. Thirty students from five academic areas live together on one common wing of a residence hall. Over the course of one academic year, they experience first-hand the challenges of understanding the issues of the world and the challenges of trying to eliminate those issues. They also take a common course together during each semester. Although they live in a focused community, each student witnesses their weekly experiences through the lens of their chosen field of study.

Please see the Faculty Learning Team Member Roles and Responsibilities for details regarding your expected involvement in this great community. Below are a few questions through which we ask faculty members to provide insight about themselves. Please feel free to provide any additional information at the end. If applicant numbers are higher than expected, we may ask to meet with candidates individually.

Without willing volunteers like you, this life-changing experience could not exist. Thank you again for applying.

Sincerely,

Name
Title
Lead Faculty Member
Service-Learning
Living-Learning Community
Name
Residence Hall Director
Lead Staff Member
Service-Learning
Living-Learning Community
Full Name:
Department:
Title:
Campus address:
Email:
Preferred phone:

Total years employed at this university:
Other positions held at this university:
Other universities at which you have worked:
Degrees and schools from which they were earned:
Topics of past research:

Why are you applying to be a part of the Learning Team?

Have you had any interaction with Living-Learning Communities? If yes, please explain.

What do you hope to bring to the Learning Team and the Service-Learning Living-Living Community?

What do you enjoy about working with students outside of the traditional classroom?

How will you benefit from serving on the Learning Team?

Is there any additional information you would like the search committee to consider in reviewing your application?

Check box:
☐ To the best of my knowledge, the above information is accurate.

Type Full Name
Date

Click submit when finished.
Appendix F

Faculty Learning Team Member Roles and Responsibilities Agreement Form

As a Faculty Learning Team Member, I, ______________________________, will:

- Provide my voice and insight with specific emphasis on knowledge I bring from my academic department and area of study
- Attend at least one student cohort meeting a month, one Learning Team meeting a month, and any special events throughout the academic year
- Attend no less than one monthly cohort service project per semester
- Work closely and respectfully with the other members of the Learning Team
- Advocate for the success of this program within academic affairs
- Keep the best interests of the program and the students in mind as the guiding elements of this program
- Assist in soliciting faculty members for the Learning Team
- When appropriate, assist in helping students connect the coursework to the programmatic pieces of this living-learning community (i.e. their weekly service, cohort discussions, etc.)
- Initiate, build, and facilitate quality relationships with community partner sites, while always keeping both their best interests and the best interests of our students in mind
- Serve as a positive ambassador and advocate of the program to other areas of campus and in the community
- Other (to be added by Learning Team, Lead Faculty Member, or Lead Staff Member and discussed before signing): ______________________________

____________________________________________________________
____________________________________________________________

Learning Team Faculty Member:

_______________________       _______________________   _____________
Print                   Sign                  Date

Lead Faculty Member:

_______________________       _______________________   _____________
Print                   Sign                  Date

Lead Staff Member:

_______________________       _______________________   _____________
Print                   Sign                  Date
Appendix G

Promotional Flyer

This promotional flyer should be printed in landscape format and used around campus. This flyer can also be converted into a quarter-sheet design and distributed to potentially interested students.
Appendix H
Student Nomination Email

Congratulations!

You have been nominated by a BSU faculty or staff member as an excellent candidate for the Service-Learning Living-Learning Community, housed within Kinghorn Hall for the 2013-2014 academic year. This is a unique and powerful experience for students who desire a way to make their time at college really count and their life’s work the most meaningful it can be. If you hope to make the world a better place and you enjoy living in a community of people focused on similar goals, our Service-Learning Living-Learning Community may be perfect for you!

Our Service-Learning Living-Learning Community provides students the opportunity to apply their interests, skills, and classroom knowledge while working with nonprofit organizations in the community. Thirty students from five academic areas live together on one common wing of a residence hall. Over the course of one academic year, they experience first-hand the challenges of understanding the issues of the world and the challenges of trying to eliminate those issues. Although they live in a focused community, each student witnesses their weekly experiences through the lens of their chosen field of study and gains practical experience.

The online application will go live on November 22 and will close at 11:59 pm, on December 8.

For more information about the Service-Learning Living-Learning Community, please visit: http://tinyurl.com/SLLLC

Please keep in mind the following information:
- Must be in good standing with the university
- Must be willing to live in the community to be accepted
- Must have a commitment and enthusiasm for service
- Must be willing and able to take a three credit hour Sociology course with the rest of the community during fall and spring semester
- The experience is geared toward the following majors: business, education, political science, public relations, and sociology

If you have any questions please let me know.

Name
Residence Hall Director
Lead Staff Member
Service-Learning Living-Learning Community
Appendix I

Informational Meeting Agenda

Service-Learning Living-Learning Community
Informational Meeting Agenda
November 12, 2013, at 7:30pm
Kingham Hall Multi-Purpose Room

- 7:30pm: Introductions
- 7:35pm: Overview of the program
  - Purpose
  - A typical year
  - Key people to know
  - Nonprofits involved (not available the initial year)
  - Majors targeted
- 7:55pm: Benefits of the program
  - For students
  - For the community
  - For the university
- 8:05pm: Requirements and expectations of student participants
- 8:15pm: Student participant testimonials on video (not available the initial year)
- 8:25pm: Next steps
  - Fill out application
  - Consider applying for cohort leader position
  - Ensure three credits can be added to your
  - Sign Housing Contract within 10 days of offer
  - If selected, you will be asked to arrange an interview time
- 8:30pm: Question and answer session
Appendix J

Student Participation Application

This application should be filled out and submitted online by students wishing to join the Service-Learning Living-Learning Community. Each application will then be reviewed by the Lead Faculty Member, the Lead Staff Member, and both current cohort leaders.

Student Participant Application

Thank you for your interest in joining the Service-Learning Living-Learning Community within Housing and Residence Life. Each living-learning community on campus provides a special experience, but this community takes community development, career preparation, and student growth to the next level. You will have a life-changing year, living with friends, using your education in practical ways, and making a difference in the surrounding community.

Our Service-Learning Living-Learning Community provides students the opportunity to apply their interests, skills, and classroom knowledge while working five hours per week at a different nonprofit organization each semester. Thirty students from five academic areas live together in one wing of a residence hall. Over the course of an academic year, you will experience first-hand the challenges of understanding the issues of the world and the challenges of trying to eliminate those issues. Together, your cohort will also take a common course worth three credit hours during each semester. Although you will live in a focused community, each student will witness his or her weekly experiences through the lens of their chosen field of study.

Please visit http://tinyurl.com/SLLLC for more details regarding your possible involvement in this great community. I also encourage you to attend one of the informational meetings or speak directly with either of us if you have any questions. Below are a few questions through which we ask students to provide insight about themselves. Please feel free to provide any additional information at the end. Once applications are reviewed, we will reach out to invite select candidates to interview with us for one of the thirty spots. We also invite you to review the included details regarding the Cohort Leader position. Please consider applying for that position as well.

Thank you again for applying. Without interested and engaged students like you, this life-changing experience could not exist.

Sincerely,

Name
Title
Lead Faculty Member
Service-Learning
Living-Learning Community

Name
Residence Hall Director
Lead Staff Member
Service-Learning
Living-Learning Community
Full Name:
Number of credit hours completed:
Anticipated number of credit hours for spring semester:
Cumulative GPA:
Previous semester GPA:
Major(s):
Minor(s):
If your major is not one of the following, please explain why you believe living in a community focused on service connects well with your major and your future career path: business, education, political science, public relations, or sociology.
Campus address (current):
Home address:
Email:
Preferred phone:

Do you anticipate employment or current extra curricular involvement changing during the next academic year?
Will you have room in your schedule for the required three-credit hour course:
Employment held on and/or off campus:
Past leadership experiences:
Extra curricular involvement/additional responsibilities:

Why are you applying to be a part of the Service-Learning Living-Learning Community?

Have you had any interaction with Living-Learning Communities? If yes, please explain.

Everyone brings a unique quality to a group of people. What will you bring to the Service-Learning Living-Learning Community?

What do you enjoy most about service?

What is frustrating about working on a team?

Is there any additional information you would like the search committee to consider in reviewing your application?

If accepted into the program, are you interested in serving as one of two cohort leaders for the upcoming academic year?

If yes, please answer the following questions. Otherwise, you may skip to the final section.
What do you feel you can bring to the position?
What do you feel you will gain from the position?

Please explain your organizational style. Include examples of planning and organizing from your past experiences.

Please explain any additional details that make you a great candidate for the cohort leader position.

Check each box:

☐ To the best of my knowledge, the above information is accurate.

☐ I understand that once notified via email of acceptance into the Service-Learning Living-Learning Community, I have 10 days to visit the Housing and Residence Life Office and sign a Housing Contract for the following academic year. Not signing a Housing Contract within 10 days will void my offer to join the community and my spot will be offered to another candidate.

Type Full Name
Date

Click submit when finished.

Optional:

**Cohort Leader – Roles and Responsibilities Agreement Form**

As Cohort Leader, I, ________________________________, will:

- Represent the student voice in all meetings and discussions
- Assist the Learning Team in best serving the students and help to address issues that arise
- Facilitate weekly student cohort meetings
- Attend all Learning Team meetings (second and fourth Wednesdays of each month)
- Assist in planning and facilitating special events throughout the academic year
- Actively work to keep fellow students engaged in the content and activities of the program
- Facilitate the planning of no less than one cohort service project a month
- Serve as a role model for the community in academics, involvement, leadership, and more
- Work closely and respectfully with all members of the Learning Team
- Assist in publicity efforts on campus near the end of each fall semester
• Keep the best interests of the program and the students in mind as the guiding elements of this program
• Assist in developing future leaders for the cohort
• When appropriate, assist in helping students connect the coursework to the programmatic pieces of this living-learning community (i.e. their weekly service, cohort discussions, etc.)
• Serve as a positive ambassador and advocate of the program to other areas of campus and in the community
• Other (to be added by Learning Team, Lead Faculty Member, or Lead Staff Member and discussed before signing): ______________________________
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________

Cohort Leader:

_______________________       _______________________   _____________
Print                   Sign                  Date

Lead Faculty Member:

_______________________       _______________________   _____________
Print                   Sign                  Date

Lead Staff Member:

_______________________       _______________________   _____________
Print                   Sign                  Date
Appendix K

Student Participant Candidate Interview Materials

Service-Learning Living-Learning Community
Applicant Interview Form

Applicant Name:
Date:
Interviewers’ Names:

Knowledge of program and expectations

Low                   High
1  2  3  4  5  6

- Why do you want to be a part of the Service-Learning Living-Learning Community?
- What benefit does this program have for students? The community?
- How will you commit adequate time to be successful within this program?
- How do you manage your time? How do you prioritize tasks in your life?
- What do you think will be most challenging about this experience for you?
- What would you most like to gain from this experience?

Notes:

Desire to engage with course content and people

Low                   High
1  2  3  4  5  6

- Is it important to experience life different from your own? Why?
- Tell us about a time you needed to connect with someone very different from yourself.
- What type of people are most difficult for you to connect with?
- Describe your personality.
- Why did you choose your major?
- What do you hope to be doing in five years?
- How might this experience help you prepare for a future job?

Notes:

Ability to relate to others and work on a team

Low                   High
1  2  3  4  5  6

- What experience do you have working on a team?
- What role do you normally play on a team?
• When working with others, what causes you to get frustrated? How can others tell that you’re frustrated? How do you handle that frustration?
• Tell us about your interests and hobbies.
• What does diversity look like to you?
• What does low-income mean to you? Can you put a number of it?

Notes:

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<th>Low</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<td>Ability to assist community partners</td>
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</tbody>
</table>

• Tell us about your previous volunteer experiences.
• How do you see your education playing a role in your work with community partners during this program?
• Have you ever been approached by someone who appeared to be homeless? What was that experience like?
• What would be the ideal type of community partner/nonprofit for you to work with each semester? Why?

Notes:

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</table>

Notes:

Regarding participation in the Service-Learning Living-Learning Community, this candidate is:

(check one)

- [ ] Strongly recommended
- [ ] Recommended
- [ ] Recommended with hesitation
- [ ] Not Recommended

If you marked either of the bottom two choices, please state why.
## Appendix L

### Living-Learning Community Roster

<table>
<thead>
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<th>Major</th>
<th>Room #</th>
<th>Phone</th>
<th>Email</th>
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Appendix M

Learning Team Meeting Agenda

Service-Learning Living-Learning Community Learning Team Meeting
January 8, 2014
(second and fourth Wednesday of each month)
Park Hall Conference Room

Members:
- Lead Staff Member
- Lead Faculty Member
- Business Faculty Member
- Education Faculty Member
- Public Relations Faculty Member
- Political Science Faculty Member
- Cohort Leader #1
- Cohort Leader #2

Student Community Updates
- Recent successes
- Concerning events/trends this month

Community Partner Updates
- Recent successes
- Concerning events/trends this month

Upcoming Events/Happenings
- This is a time to present straight-forward information or announcements. Among other possibilities, topics may include community partner events, preparation for cohort leader interviews, December Project details, End-of-Year Project details, End-of-Year Showcase, and cohort transition details.

Discussion Points
- This is a time to present information or topics for feedback and thorough discussion. Among other possibilities, topics presented here may include changes to the syllabus, cohort leader interview review, or ideas to grow or change the program.

Before next meeting...
- This area remains black as an area for meeting participants to write what they have agreed to complete before the next scheduled meeting.

Reminders
- This area is intended for dates and times of upcoming scheduled events
Appendix N

Community Partner Application

This application should be filled out and submitted online by each community partner wishing to participate in this program. Each application will then be reviewed by the Lead Faculty Member and Lead Staff Member.

Community Partner Application

Thank you for your desire to participate in the Service-Learning Living-Learning Community Program. As a participating community partner, you will gain the insight, advice, and labor of at least one student who is in a field of study related to your organization’s needs. As a community partner, you will work closely with staff and faculty at our university to facilitate a life-changing experience for the students in this program. At the same time you will receive a wealth of support to your organization and the surrounding community.

Our Service-Learning Living-Learning Community provides students the opportunity to apply their interests, skills, and classroom knowledge while working at nonprofit organizations in the community. Thirty students from five academic areas live together on one common wing of a residence hall. Over the course of one academic year, they experience first-hand the challenges of understanding the issues of the world and the challenges of trying to eliminate those issues. They also take a common course together during each semester. Although they live in a focused community, each student witnesses their weekly experiences through the lens of their chosen field of study.

Please see the Community Partner Roles and Responsibilities for details regarding your expected involvement with the students in this great community. Below are a few questions through which we ask possible community partners to provide insight about themselves. Please feel free to provide any additional information at the end. As top candidates are selected, we will be reaching out to arrange on-site visits. All sites must be toured before being officially selected for this program.

Without willing community partners like you, this life-changing experience could not exist for the community or the students. Thank you again for applying.

Sincerely,

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<th>Name</th>
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<tr>
<td>Name</td>
<td>Name</td>
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<tr>
<td>Title</td>
<td>Residence Hall Director</td>
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<tr>
<td>Lead Faculty Member</td>
<td>Lead Staff Member</td>
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<tr>
<td>Service-Learning</td>
<td>Service-Learning</td>
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<tr>
<td>Living-Learning Community</td>
<td>Living-Learning Community</td>
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Full name of organization:
Full name of main contact (this must be a contact who will remain highly accessible and communicative with the Lead Faculty Member and Lead Staff Member at the university):
Organization’s physical address/location:
Topic/area of need addressed by this nonprofit:

Main contact’s title:
Mailing address:
Email:
Preferred phone:
Total years employed at this organization:

Secondary contact’s name:
Secondary contat’s title:
Mailing address:
Email:
Preferred phone:
Total years employed at this organization:

How many full-time employees work at your organization?
How many part-time employees work at your organization?
Total number of individuals served by your organization during the previous calendar year?
Number of students you would like to have work with you for five hours per week:
Are you able to provide one supervisor/mentor per student:
Please check the box(es) next to the following respective areas of study you believe your organization can provide hands-on relative experience:

- Business
- Education
- Political Science
- Public Relations
- Sociology

Why are you applying to be a community partner with this program?

What are your biggest areas of need? How might a student be able to use their major to assist?

How would an outsider describe the atmosphere of your work area(s)/office?

Have you ever had student volunteers assist? Was it on a longterm basis?

What do you think past volunteers have said is the best aspect of volunteering at your organization?
What do you think past volunteers have said is the most challenging aspect of volunteering at your organization?

What would a student volunteer from our community gain from spending five hours per week for one semester with your organization?

The last Saturday of each month is devoted to a large-group one-time service project. Would you be interested in providing a service opportunity for 30 students on the last Saturday of a month during this coming academic year? If yes, which month would be best (*December is not an option)*?

Is there any additional information you would like the search committee to consider in reviewing your application?

Check box:

☐ To the best of my knowledge, the above information is accurate.
☐ I have included my organization’s most recent annual report

Type Full Name  
Date

Click **submit** when finished.
Community Partner Roles and Responsibilities Agreement Form

Community Partner Roles and Responsibilities Agreement Form

As a Community Partner, I, ________________________________, will:

- Provide my guidance and insight to (number) students as they/he/she work with our organization for five hours per week (when school is in session)
- Attend two or three meetings a semester with my Learning Team contact at the university to discuss the progress of the student(s)
- Attend and present information at the Community Partner Fair to students interested in finding a place to serve each December and April
- Maintain open, honest, and frequent community with the participating students as well as my main contact at the university
- Provide quality and appropriate projects and other work assignments to students
- Make every attempt to help students use and develop skills in their area of study
- Expose students to new topics, areas of diversity, and societal issues
- Hold a half-hour one-on-one with each student no less than once every two weeks
- Notify main contact at the university at least a month ahead if the need arises to discontinue participation within the program
- Help students gain an understanding of full-time employment in the nonprofit aspect of his or her field
- Keep the best interests of the program and the students in mind as the guiding elements of this program
- Serve as a positive ambassador and advocate for the program to other areas of the community
- Other (to be added by Learning Team, Lead Faculty Member, Lead Staff Member, or Community Partner and discussed before signing): ___________

______________________________________________________________
Community Partner Organization Name:
Community Partner Primary Contact:

______________________________________________________________
______________________________________________________________
______________________________________________________________

Print                   Sign                  Date

Lead Faculty Member:

______________________________________________________________
______________________________________________________________
______________________________________________________________

Print                   Sign                  Date

Lead Staff Member:

______________________________________________________________
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Print                   Sign                  Date
Appendix O

Community Partner Roster

This Community Partner Roster is best arranged in a landscape format.

<table>
<thead>
<tr>
<th>Community Partner</th>
<th>Main Contact</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
<th>Academic Areas</th>
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Appendix P

Community Partner Fair Materials

Community Partner Fair
Agenda
April 15, 2014
7:30pm

- Introduction and welcome – Lead Staff Member and Lead Faculty Member
- Brief presentation from each community partner about their opportunities
- Overview and logistics of the evening – Lead Staff Member
- Mix and Mingle – students and community partners
  - Breakout rooms available for more private conversations
- Closing
  - Students submit ideal community partner ranking list
  - Community partners submit ideal student lists
Community Partner Fair Floorplan

Breakout Room

Community Partner Table #6

Community Partner Table #7

Community Partner Table #4

Community Partner Table #6

Community Partner Table #5

Community Partner Table #4

Community Partner Table #6

Community Partner Table #3

Community Partner Table #2

Community Partner Table #1

Podium

Projector Screen and Laptop

Community Partner Table #13

Community Partner Table #14
Student Participant Community Partner Ranking Form

After taking time to stop at each community partner’s table, please use the following form to rank your choices of placement for fall semester (1 is the most desirable location). You will have another opportunity in late fall to help decide your placement location for spring semester. Feel free to use smaller breakout rooms off of the main room for more private conversations.

Please remember to turn this form in to the Lead Staff Member after the event ends.

Name: ___________________________ Email address: ___________________________
Current major: __________________ Current GPA: __________________
Number of semesters completed after this semester: ___________________________
Expected year of graduation: ___________________________

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<tr>
<th>Community Partner</th>
<th>Person you spoke with</th>
<th>How the experience would connect with your major</th>
<th>Ranking (1 = best connection)</th>
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Community Partner Ideal Student Form

After taking time to talk with as many students as possible as they stop at your table, please use the following form to list any students you would like to work with for fall semester (1 is the most desirable student). You will have another opportunity in late fall to help choose your student for spring semester. Feel free to use smaller breakout rooms off of the main room for more private conversations.

Please remember to turn this form in to the Lead Staff Member after the event ends.

Name: ___________________________ Phone: __________________________
Email: __________________________
Organization’s Name: ___________________________________________
Type of work needed: _____________________________________________

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<tr>
<th>Student Name</th>
<th>Why this student would work well for your organization needs</th>
<th>Ranking (1 = best connection)</th>
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Appendix Q

Community Service Planning Documents

This document will be used by the cohort leaders to plan monthly service projects for the entire cohort. These service events will take place the last Saturday of each month. Cohort leaders should propose and discuss these events with the other students during weekly cohort meetings before bringing the plans to the Learning Team for final approval. The form below can be duplicated and modified for each month of the academic calendar.

Service-Learning Living-Learning Community Monthly Service Plans

Term: Fall 2013

Note: These plans should not limit creativity during the semester, nor limit spontaneity to take advantage of unforeseen opportunities for growth and development within the Living-Learning Community.

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<td>Program Location</td>
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<td>Location Contact Name</td>
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<td>Location Contact Phone #</td>
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<td>Does this serve all 30 members</td>
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<td>Program Description</td>
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<td>Aspect(s) of service and community development addressed:</td>
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<td>Partnerships for this program (organizations, individuals, etc.), if any?</td>
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<td>Will money be needed? If so, how much and for what use?</td>
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<td>When will advertising begin?</td>
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<td>Is this a trip off campus? If so, when will bus/van reservations be placed?</td>
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<td>If not provided, what is the plan for food?</td>
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<td>Has this program been done in this LLC before? If so, what is being changed to make it a better/richer experience?</td>
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<td>Expected take-aways/ learning outcomes for the students involved:</td>
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<td>Other Notes:</td>
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Appendix R

Meeting Agenda With Incoming Cohort (Before Initial Year)

Service-Learning Living-Learning Community
Pre-Summer Cohort Meeting
April 26, 2014
Park Hall Conference Room

Introduction and Welcome
- Introduction of Lead Faculty Member, Faculty Learning Team Members, Lead Staff Member
- Overview of program from administrative view
- Overview of program from cohort leaders’ points-of-view
- Team-builder activity

Housing and Residence Life Updates
- Confirmation of roommates and room locations
- Introduction of Resident Assistant and Hall Director
- Gather summer contact information, shirt sizes, and dietary restrictions
- Questions and/or concerns

Course Updates
- Review of course for the fall
- How course will connect to the community (content, grades, etc.)
- Share copies of the community partner/student roster
- Summer readings/assignments (if applicable)
- Questions and/or concerns

Expectations Over the Summer
- Increase awareness of nonprofits and social issues
- Start building community over social media (cohort leaders to gather social media contact information to share out with entire cohort)

Earlier Return in August
- Review of early move-in dates, times, and logistics
- Cohort Welcome Week overview
- Questions and/or concerns
Appendix S
Community Partner Preparation Checklist

Dear Community Partner,

Thank you again for joining our Service-Learning Living-Learning Community. You’ve made our special community just a bit more special. We’re sure you’re just as excited as we are to get the year started. However, over the next two months we want to help you get prepared for a great year with our students. As I’m sure you know, given the right foundation, students can be very productive.

As a reminder, we have provided you a member of our Learning Team as your contact throughout the year. Below is a checklist of items we believe will be helpful from day one with our students to make the year as productive as possible. Your Learning Team contact will be reaching out to you within the next month to see how your preparation is coming along. We are always happy to help if needed. Please don’t hesitate to reach out.

Have a great summer!

Preparation Checklist for Incoming Student Worker

☐ Needed volunteer paperwork is prepared for student’s first day
☐ Student has been notified of any paperwork, ID, forms, etc. he/she needs to bring
☐ Orientation plans are put together for students first day/week
☐ Supervisor for student has been designated and trained (if needed)
☐ Student expectations have been printed and ready to review
☐ An outline of the student worker’s typical work week has been prepared
☐ Student work space has been cleared and prepared
☐ Student has been given access to areas or technology he/she may need (i.e., keys, email, computers)
☐ An email was sent to welcome student and reconfirm starting day and time
Appendix T

Welcome Week Materials

Welcome Week Agenda

Friday
- Move-in
- Icebreaker
- Overview of Welcome Week
- Creation of Welcome Week expectations
- Evening activity/social

Saturday
- Icebreaker
- Overview of the Service-Learning Living-Learning Community
  - Description
  - Main contacts
  - Purpose and goals
  - Logistics and calendar overview – daily, weekly, monthly, per semester
  - Question and answer session
- Teambuilder
- Diversity activity and discussion
- Overview of common course
- Introduction of and time for journal reflections

Sunday
- Morning off
- Teambuilder
- Discussion: What is service?
- Discussion: What is service-learning?
- Socioeconomic status activity
- Socioeconomic status discussion
- Journal and reflection
- Review of Monday morning of service plans

Monday
- Morning of service
- Lunch at service site
- Tour of lowest income areas of community in groups of six using public transportation
- Discussion of summer readings
- Discussion: what is social justice?
- Movie: documentary or relevant mainstream film
• Movie discussion
• Debrief of the day
• Journal and reflection

Tuesday (off-campus)
• Teambuilder
• Creation of Community Contract
• Guest speaker: University Police Department regarding “Street Smarts”
• Community Activity Challenge (see below)
• Review of local, national, and global organizations that make a positive impact
• Movie: documentary or relevant mainstream film
• Movie discussion
• Journal and reflection

Wednesday
• 15 students: serve at a local soup kitchen and a homeless shelter
• 15 students: help with student move-in on campus
• Guest speaker and dinner: local government official
• Cohort Leader led debrief of the day
• Journal and reflection

Thursday
• (opposite of yesterday) 15 students: help with move-in
• (opposite of yesterday) 15 students: serve at a local soup kitchen and a homeless shelter
• Guest speaker and dinner: nonprofit leader in the community
• Cohort Leader led debrief of the day
• Journal and reflection
• Introduction of the 48-hour Make-A-Difference Challenge (see below)

Friday – Saturday
• 48-hour Make-A-Difference Challenge (see below)
Community Activity Challenge

In assigned groups of five, you must complete the following tasks. The winning team is neither the fastest nor the most accurate. There is not one right answer. Instead, this assignment is about getting the richest experience for you and for others. Show that you worked as a team and that you made an impact in yourself and in your community. Each group will have a school van. Be careful and stay together. You have four hours to complete the list below. After four hours, stop the activity and return to campus even if you have not finished all the tasks.

Each team will present their experiences (and proof of their experiences) to the cohort this evening. The group with the richest experience, as decided by the cohort and the Lead Staff Member and Lead Faculty Member will win a prize. Each item on the list must be fulfilled by different actions (one action cannot count toward two or more of the items on the list below).

- Find the nonprofit organization you believe is doing the most good in this community and find a way to help them.
  Notes:

- Meet someone “in need” and make a difference in their life.
  Notes:

- What is your best talent or skill? Find a way for each member of your group to use that talent or skill to positively impact someone else’s life.
  Notes:

- Find someone who could benefit from your talents or skills but refuses when you offer?
  Notes:

- Select a location where your team would start a nonprofit and take a picture.
  What would it be and why would it need to be in that location?
  Notes:
Name:

48-hour Make-A-Difference Challenge

In teams of five assigned by your cohort leaders, you will work on the following task. The evaluation is also listed below. Questions should be directed to your cohort leaders.

**Task:** In 48 hours or less, your team must work together to briefly assess the needs of the community, determine the most pressing of those needs, and implement a program, initiative, or other action of some sort that will best address this need. The goal is to find a solution that is low-cost, easily sustained (if not self-sustaining), and long-lasting.

A brief presentation will be made by each team at the conclusion of the event late Saturday evening. Judges will include Faculty Learning Team Members, the Lead Staff Member, and the Lead Faculty Member.

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Appendix U

Holiday Make-A-Difference Challenge Activity

Name:

Holiday Make-A-Difference Challenge

During the Cohort Welcome Week in August you were given the opportunity to work in teams to create a lasting impact in your community. As the holidays grow nearer, you once again have an opportunity to design a solution and make a lasting impact. Although this project will focus on the needs of the holidays, the goal is to have a lasting impact far into the years to come.

For this project, you are able to choose your own teams. However, only two people may have the same major/academic focus in one group. Similar to the Welcome Week project, the evaluation is listed below. You have much more time to design and implement this solution – use your time wisely. Team presentations for this challenge will take place at the last cohort meeting of the semester. Please include visual elements to your team presentation (i.e., video, pictures). Judges will include the Faculty Learning Team Members, the Lead Staff Member, and the Lead Faculty Member.

Task: Your team must work together to briefly assess the needs of the community relative to the holidays, determine the most pressing of those needs, and implement a program, initiative, or other action that will best address this need. Remember that community needs may be found in people, families, businesses, nonprofits, and many other possibilities. Also remember that their needs at this time of the year may be very different than your needs this time of year. In fact, the strongest needs of the community may not be tangible. That’s for you to decide though. The goal is to find a solution that is low-cost, easily sustained (or self-sustaining), and long-lasting.

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End-of-Year Make-A-Difference Challenge Activity

Name: 
End-of-Year Make-A-Difference Challenge

During the Cohort Welcome Week in August, as well as during the holidays, you were given the opportunity to work in teams to create a lasting impact in your community. As you prepare for spring semester, you should once again think about the last impact you want to have. However, this time, we want you to think about the needs of the world instead of simply the needs of the local community.

For this project, you will work as one team. Please decide among yourselves who will serve as the group leader for this project. Similar to the previous two projects, an evaluation is listed below. However, please note the addition of two categories. The presentation for this challenge will take place at the End-of-Year Showcase in front of university and community guests. Please include visual elements to your team presentation (i.e. video, pictures). Evaluators will include the Faculty Learning Team Members, the Lead Staff Member, and the Lead Faculty Member.

Task: Your team must work together to assess the needs of the world, determine the most pressing of those needs, and implement a program, initiative, or other action that will best address this need. The needs of the world are broad, so you will most likely need to put a system in place to keep from getting overwhelmed. Remember that needs may be found in people, families, businesses, nonprofits, and many other possibilities. As noted before, the strongest needs may not even be tangible. That’s for you to decide though. The goal is to find a solution that is low-cost, easily sustained (or self-sustaining), long-lasting, and greatly impacting.

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Appendix W

End-of-Year Showcase Agenda

End-of-Year Showcase
April 20, 2014
7:30pm

- Introductions and Welcome
  o Program overview
  o Key people at the university
  o Community partners
  o Students

- Student testimonials from the past year

- Community partner testimonials from the past year

- End-of-Year Make a Difference Challenge
  o Presentation by students
  o Questions and answers

- Remarks from a high-level university official

- “Social Hour” – guests can visit tables to see information about the projects and service accomplished throughout the year

- Closing and invitation to get involved
Appendix X

End-of-Year Cohort Transition Meeting Agenda

Service-Learning Living-Learning Community Cohort Transition Meeting
April 26, 2015
Park Hall Conference Room

Introduction and Welcome
- Introduction of Lead Faculty Member, Faculty Learning Team Members, Lead Staff Member
- Overview of program from administrative view
- Overview of program from cohort leaders’ points-of-view

Transition
- Outgoing cohort leaders’ comments, personal reflections, and encouragement for the incoming cohort
- Open forum for incoming cohort members to ask questions
- Open forum for outgoing cohort members to share insight
- Outgoing cohort members depart
- Team-builder activity with new cohort

Housing and Residence Life Updates
- Confirmation of roommates and room locations
- Introduction of Resident Assistant and Hall Director
- Gather summer contact information, shirt sizes, and dietary restrictions
- Questions and/or concerns

Course Updates
- Review of course for the fall
- How course will connect to the community (content, grades, etc.)
- Share copies of the community partner/student roster
- Summer readings/assignments (if applicable)
- Questions and/or concerns

Expectations Over the Summer
- Increase awareness of nonprofits and social issues
- Start building community over social media (cohort leaders to gather social media contact information to share out with entire cohort)
Earlier Return in August
- Review of early move-in dates, times, and logistics
- Cohort Welcome Week overview
- Questions and/or concerns

Get-To-Know-You “Social Hour”
Appendix Y

End-of-Year Program Evaluation

End-of-Year Program Evaluation
Service-Learning Living-Learning Community

Thank you for your participation this year in the Service-Learning Living-Learning Community. We sincerely hope you grew as a student, a person, and a citizen this year. The world is a better place because of your involvement.

Please take a few minutes to provide feedback to the Learning Team. Each year, we hope to make this experience more enjoyable and more powerful for the participants as well as the community.

| Strength of the community within the cohort | Low | 1 | 2 | 3 | 4 | 5 | 6 |
| Comments:                                    |

| Connection you felt to your community partner in the fall | Low | 1 | 2 | 3 | 4 | 5 | 6 |
| Comments:                                    |

| Connection you felt to your community partner in the spring | Low | 1 | 2 | 3 | 4 | 5 | 6 |
| Comments:                                    |

| Impact you feel the cohort had in the community | Low | 1 | 2 | 3 | 4 | 5 | 6 |
| Comments:                                    |

| Degree to which you were able to use skills within your major | Low | 1 | 2 | 3 | 4 | 5 | 6 |
| Comments:                                    |
In August, what did you hope to get out of this experience?

Did you accomplish it? Why or why not?
Comments:

Do you feel this experience has better prepared you for your career? Why or why not?

What changes would you suggest for the future? Why?

What should not be changed about this program? Why?

Any additional comments:

(Optional) Name:
(Optional) Email:
Appendix Z

Weekly Journal Entry Prompts

Weekly Journal Entries

You are required to make a journal entry at least once a week. This should be a chance for you to reflect on everything you are experiencing during the service projects within the cohort, as well as your experiences at your community partner site. These journal entries should be submitted electronically by 11:59 pm each Sunday to the Lead Faculty Member. Although there is no length specification, the ideal entry would be one to two pages, single-spaced.

You may choose any of the prompts below to use or create your own. However, you must state a prompt at the top of each journal entry.

1. The most exciting thing happened at my community partner site this week.
2. I was extremely frustrated at my community partner site when…
3. Where do you think you impacted someone’s life this week?
4. How did your service this week make a long-term impact?
5. This week I realized the world is…
6. Something we did this week within the LLC made me think back to how I was raised.
7. If I could go back and change one thing I did this week, I would…
8. If I could go back and change my attitude, I would go back to… (place, time, occasion)
9. I realize this week, the thing about service is…
10. If I could show the world just one thing I learned so far as a part of this living-learning community, I would show them…
11. My idea of the word “rich” has/has not changed since joining this living-learning community.
12. The more I get involved with the issues of this community, the more I feel like all problems can be traced back to…
13. Have the events of this week made you feel more or less like people are where they want to be in life?
14. After this week, I know…