



**Service Learning at Estrella Mountain**  
**Research Project**  
**Final Report**

*Prepared September 2010-February 2011*



## Service Learning at Estrella Mountain Research Project

Kelly Loucy

September 2010-February 2011

### Project Overview:

Throughout the fall 2010 semester, I researched existing Service Learning efforts at Estrella Mountain Community College with the goals to: 1) identify current/recent service learning initiatives in the classroom at EMCC, and 2) identify some needs and resources available in order to support service learning efforts at EMCC. In completing the research, considerable time was spent meeting with the faculty and staff who had previously coordinated service learning efforts for the college. These individuals provided a great deal of insight into the history of service learning at EMCC: Roselyn Turner (previous faculty coordinator), Austin Shepard (previous staff coordinator), and Arlisa Richardson (previous staff coordinator). In addition, as the research and semester progressed, regular meetings with Dr. Orr, Dean of Academic Affairs, clarified the focus of the project from identifying specific resources to more researching different models and recommendations for implementation of a more formalized program for EMCC. It was recognized that the project was too much in its stages of infancy to be able to identify things such as specific budget amounts available. However, the information discovered on different models and trends is useful in providing recommendations for formalizing a service learning program at EMCC in the future, should the college choose to move in that direction.

### Service Learning Defined:

According to one study, over 200 different definitions of service learning have been published (Furco 2002). Thus, the first step was to ensure that the college community was working from a shared definition of service learning. A commonly cited definition by the American Association of Community Colleges (AACC) defines service learning as the combination of “community service with classroom instruction, focusing on critical, reflective thinking as well as personal and civic responsibility. Service learning programs involve students in activities that address local needs while developing their academic skills and commitment to their community.” In documents dated fall 2007, an EMCC assessment committee consisting of Rachel Smith, Malik Toms, Jennifer Damron, Polly Miller, and Olga Tsoudis, had reviewed various definitions, deciding upon one that was also used by Paradise Valley Community College and which echoes the AACC’s definition:

“Service-Learning combines academic learning and educational goals with student action **in real life situations** outside the four walls of the classroom. Students are given the opportunity to learn and develop as leaders through **active participation in thoughtfully organized service experiences that meet vital community needs**. The opportunities are **coordinated in collaboration** with the school and community site. With a **smooth integration in the student's academic curriculum**, it provides **structured time for a student to think, talk, and write about what he/she experiences during the service activity**. That in turn allows young people the chance to see knowledge acting upon real situations in their own communities. This further enhances what is taught in the classroom by extending learning beyond the school building. Service Learning helps to

foster the development of a sense of caring for others, hopefully resulting in a lifetime of community involvement and awareness.” (*emphasis added*, EMCC, 2007)

As evidenced in the EMCC definition, it is essential to understand service learning as involving students in purposefully designed service opportunities that are integrated with classroom instruction and curriculum. When connecting students to community-based service projects, “community” most often means local non-profit agencies and K-12 schools, but it can also mean the college community. As a result, projects can be varied, based on the community need. Examples include, but are not limited to, tutoring, donation drives, fundraisers & cleanups.

According to Barbara Jacoby, Senior Scholar for the Adele H. Stamp Student Union - Center for Campus Life at the University of Maryland, College Park and long-time service learning educator, service learning is distinguished from other forms of unpaid service by the concepts of reflection and reciprocity. In other words, students aren’t just completing wonderful works of community service, but are reflecting upon what they did and what they learned from the experience. Jacoby explains, “Grades are given not demonstrated learning, not for service completion alone” (Jacoby, 2010). Service learning without the reflection is like assigning reading students to read a book, but then never discussing it in class or giving physics students a lab, but then never collecting and discussing their results. Service learning is just like any other tool used in the classroom; therefore, one must be intentional with it. In addition, the service is not completed blindly or as an act of charity, but as a result of working with community agencies to ensure that the “real” needs of both parties are being met (Jacoby, 2010).

Typically, the activities associated with service learning fall into one of three categories:

- One time event/project: individually or as groups students participate in events such as a street clean up, a one time visit packaging food at a food bank, etc.
- Class Projects: faculty choose a project for their entire class at an agency or on campus that fits the course focus, such as a donation drive for a homeless shelter in a course focusing on Poverty
- On-going placements at a service sites: students are placed individually or as groups at an approved agency and provide service based on the agency's needs.

These three types of service can take place through many different options, meeting the diverse needs of our learners. For instance, service learning can occur:

- during class time hours in which the entire class participates in a project,
- outside of class time hours as either an individual or group "homework" assignment,
- as an option to replace another assignment or test
- as an extra credit option, with for the learning, not just the completion of hours
- as an option for additional credit hour

In addition, but not as frequently because service learning needs to be tied a curriculum to distinguish it from other forms of volunteerism, service learning can be associated with stand alone programs such as AmeriCorps or some Alternative Spring Break programs that have their own academic curriculum.

#### Results at Estrella Mountain:

In light of the different models, the research questions answered for EMCC included:

- Who is doing service-learning at EMCC?

- What types of projects/efforts are being done for service-learning?
- What community agencies are being used as partners?

The answers to these questions were achieved through individual meetings with faculty and, at the end of the semester, a campus wide electronic survey that went to residential and adjunct faculty emails. Eleven faculty members, several of whom had already reported through individual meetings, completed the survey with information describing the use of service learning in their classes. (There were fifteen total respondents, but some left the survey blank or indicated they did not use it.) The variety in the responses again demonstrates the wide range of experiences an institution can call service learning. The survey respondents and their subject areas were: Sandy Maas (NUR), Peter Turner (EDU), Debra Storey (NUR), Mary Love (NUR), Clarissa Davis-Ragland on behalf of adjunct faculty member Kortney Song (ACC), Sarah Moesbergen (PSY), Eddie W. Zuleger (AJS), Roselyn Turner (COM), Matthew Healy (ENG) and Olga Tsoudis (SOC). Marylyn Bradley also responded regarding the efforts of Phi Theta Kappa. None of the respondents reported that the service took place as an option to replace another assignment, although one person responded that they had used service learning as part of an honors credit project. Slightly more courses used the service as a required, off-campus, individual project. As can be expected, when service took place on campus, the courses used a small or whole class project model. Appendix A includes a copy of the entire survey and its responses.

A snapshot of the different service learning projects includes everything from more skill-based (immunization clinics, etc.) and income tax preparation to more traditional service projects such as food banks, Habitat for Humanity, and fundraising walks. The complete list includes:

- Immunization projects for Head Start and other groups
- Visits to homeless shelter clinics, health fairs.
- On-campus health-related activities such as blood sugar and cholesterol tests and blood pressure screens.
- Height/weight, vision and hearing tests at elementary schools.
- Community event “shot clinics” to give injections to clients who do not have insurance.
- Income Tax Preparation for those who cannot afford to pay for tax preparation.
- Recycle, repurpose, and resell donated clothing (ex: t-shirts turned into shopping bags, skirts, girls' dresses, and baby blankets)
- Fund Raising Walks for various causes
- Collection Drives
- Food Banks
- Habitat for Humanity
- Social issue letter writing campaign

When surveyed, existing community partnerships included:

- Head Start
- Imagine Schools
- Community health agencies

- Local school districts
- Arizona Department of Health Services
- United Way
- VITA
- Project Streetlight
- Avondale, Goodyear, and Buckeye police departments
- Maricopa County Probation Department,
- US Marshal's Office and the Secret Service
- New Life Center
- Habitat for Humanity
- St. Mary's Food Bank
- West Side Food Bank

This is an opportunity for a great deal of growth, as there are so many service agencies in the Valley.

One of the signs of institutionalization reported in service learning literature is that a college actively reports on its efforts in a variety of publications, including class schedules, handbooks, catalogs, etc. At this time, EMCC does not publish a list of courses in which service learning is utilized. However, this doesn't mean that service isn't going on. Students interested in service projects can contribute to the community in many ways throughout the college. Student Life &

Leadership and Phi Theta Kappa both provide students with opportunities to volunteer in the community. Word of mouth about faculty or involvement in specific programs, such as Nursing, does reveal courses with service learning to students.

For the individually motivated faculty member interested in implementing service learning in his/her courses, several district Maricopa Community Colleges (MCCCD) resources exist. For instance, MCLI (Maricopa Center for Learning & Instruction), sponsors Dialogue Days on Service Learning, as in October 2010. MCLI is also providing assistance to the newly formed District Service Learning Council. Together, they are working on projects such as a resource website and updating the approved community agency database. MCCCD Legal services website provides standardized Assumption of Risk forms. Faculty can request from their department to use course fees for petty cash for event support. Many faculty & staff, both at EMCC & throughout MCCCD, with years of experience. Strong service learning programs exist at Chandler Gilbert, Mesa, and Paradise Valley community colleges.

Finally, faculty and the previous staff coordinators were surveyed regarding their thoughts on what resources were needed to support service learning at the college. Their responses closely mirror those identified by the existing literature as key components for successful institutionalization:

- Risk assessment guidance
- Assistance with community agencies & projects
- Event planning support
- Budget for supplies for activities

- Storage space
- Webpage of resources
- Training opportunities
- Recognition opportunities for constituents
- Defined entity/place to go to/contact

Of these resource needs, risk management was a recurring theme in the interviews with faculty. It seemed to be the piece they worried about the most; often, it held them back from doing service learning with their students. The good news is that as a district, the Maricopa Community Colleges does have some of the risk management pieces clearly established. For instance, agencies must submit a Experiential Education Partnership Agreement to Legal Services in order to be utilized for service learning projects. These forms are available on the district Legal Services website. The EEP Agreement includes things such as insurance requirements. There is a searchable database of existing contracts, which the District Service Learning Council is working on improving. Similarly, Assumption of Risk forms, photo/media releases, and other forms can be acquired at this website. All students need to complete the assumption of risk forms when participating in service experiences. The challenge is for faculty who are new to service learning may not be aware that these forms and processes exist. Further, a new faculty member may not even know who or where to ask for assistance with these forms. Similarly, the process at EMCC are unclear. For instance, it is not clear to the individual faculty member where completed forms are stored or who at the college might need a copy. Continuing faculty may not know of updates or changes to processes and forms, and there currently does not exist a clear method to communicate such changes. When processes are unclear, and the

individual faculty member is responsible for finding out the information and implementing it, the students, the faculty, and Estrella Mountain and MCCC as institutions are all put at risk. Accidents will happen with or without forms, but a process helps to mitigate the situation. After the great potential for student learning that service learning provide, risk management may be the next most compelling reason why EMCC needs to establish a structure for service learning.

#### Models & Resources:

As is hopefully already apparent, service learning is a powerful tool for the classroom. In addition, service learning is tied to many of EMCC's existing outcomes and measurements including:

- General Abilities Matrix
- Learning College Strategic Directions: *Maximizing Student Success, Creating a Culture of Assessment, Creating an Organizational Culture that Supports Learning, Creating Dynamic Environments that Support Learning, Maximizing Partnerships & Resources that Support Learning.*
- MCCC values and learning outcomes: Civic Responsibility and Global Engagement
- Higher Learning Commission accreditation (*references in Criteria 3b, 3d, 3c, 4b, 4c and 5a, 5b, 5c, 5d*)

For instance, 100% of the faculty that responded to the survey regarding service learning at EMCC said that their service learning aligned with the General Abilities Matrix dimensions of Critical and Creative Thinking. Similarly, 9 of 10 of the respondents felt their service aligned with the Communication and the Social, Civic, and Global Responsibility dimensions. In fact,

the only dimension that was not represented was the Numeracy dimension, and yet, an Accounting class was represented in the survey results. These results are significant for a college such as Estrella Mountain with a desire to be learning centered. A review of longitudinal studies in the arena of service learning (Prentice & Robinson, 2010; Keen & Hall, 2009; Astin, Vogelgesang, Ikeda, & Yee, 2000; Eyler & Giles, 1999, etc.) find that service learning positively affects college outcomes.

There are several common institutional structures for service learning within higher education. Interestingly, regarding organizational charts and reporting structures, these structures occur in the student affairs, academic affairs, and administrative services areas. Success seems dependent upon the institution's commitment to and investment to service learning, not necessarily where it is housed. In addition, the success of the different service learning structures is rooted in successful partnerships with staff, faculty, administration, and community partners who are dedicated to providing meaningful learning opportunities for students. However, while once service learning offices were located in student life or student affairs, there is an increasing trend for service learning to be housed or reorganized to be located in academic affairs or an academic support area such as Honors, Learning Support Services, and Centers for Teaching and Learning.

Common institutional models include:

- Offices or centers for service-learning and/or a combination of service learning, civic engagement, public service, community partnerships, etc.);
- Staff or faculty positions designated for service-learning, often but not always housed within a center or office;

- Institutional or advisory councils of faculty, community partners, administrators, and/or students; and
- High-level administrative positions dedicated to public engagement, such as West Virginia Wesleyan College's Dean of Community Engagement. (Seifer, May 2002; Mutascio and Plaut, September 2008)

Of the models examined, the most realistic for EMCC would be a designated staff or faculty position, an office or center, or an institutional/advisory council. The option of a student-run or community partner-run models, for instance, are not stand alone service learning programs, but typically a component of a larger Civic Engagement Center.

The office or center model is found within the Maricopa Community College district at Chandler-Gilbert, Mesa, and Paradise Valley Community Colleges. Each of these colleges have their own staff of varying sizes. Interestingly, these three institutions also model the different ways of situating an office or center within the organizational structure. Chandler-Gilbert Community College reports to Office of Student Life & Leadership, within Student Affairs. Mesa Community College reports to the Academic Affairs area, with a service-faculty director. Paradise Valley Community College reported to Student Affairs until January 2011, when it was reorganized to report to Academic Affairs.

In the dedicated staff or faculty member models, the position is housed within another college department. Nationwide, such positions are housed in departments such as Student Life, Civic Engagement, Career Services, Honors, and Centers for Teaching & Learning. Centers for Teaching and Learning or Offices of Professional Development provide a unique and

increasingly popular place to house service learning. Such departments are often focused primarily on faculty development and best practices in pedagogy.

Faculty Fellows programs or faculty with release time or special contracts are also popular. However, in the Faculty Fellows or faculty release/contract time positions, a clear succession plan must be established in order for the program to remain sustainable. Institutions that are successful with the variation of this model set clear compensation and term limits. For instance, at Montclair State University, Faculty Fellows receive a stipend for participating in a service learning training/mentoring program over an 18 month period. Service Learning Scholars, graduates of the Fellows Program, are funded to serve two year terms assisting in the development of scholarship related to service learning and to the development of community partnerships and service learning activities (<http://www.montclair.edu/academy/servicelearning/facultyfellowsprogram>). The scholars are limited to two consecutive two-year terms. A similar model did exist for several years at EMCC, when Roselyn Turner provided leadership for service learning for the campus.

Finally, institutional or advisory councils are rarely seen as the sole support structure for service learning, although it can be a starting point for institutionalization. More often, the councils exist in conjunction with a professional staff member or faculty coordinator. The councils are responsible for items such as developing learning outcomes, websites, workshops, and recognition ceremonies, recruiting new faculty participants, and making policy recommendations.

After reviewing the literature, it was possible to compile sample job responsibilities based on the needs of the service learning constituents: community partners, students, faculty, and administration. The job responsibilities are as follows:

For Community Partnership Needs:

- Identifies, develops & sustains partnerships
- Coordination of contracts
- Development of projects or individual placements
- Liaison between community partners, faculty, staff, and students
- Training for community agencies on expectations
- Coordinate recognition activities

For Faculty Needs:

- Assist with resources for syllabi and assessment
- Assist with identification of projects and activities
- Assist with event coordination
- Recruit new faculty participation
- Identify/implement professional development and training workshops, conferences, etc.
- Coordinate recognition activities

#### For Student Needs:

- Assist students with finding service learning courses
- Offer orientation and training
- Oversee completion and storage of Assumption of Risk, Talent Release, and other routine paperwork
- Direct background checks, fingerprinting, etc. as necessary
- Coordinate recognition activities (certificates, events, showcases)

#### For Administrative Needs:

- Manage daily activities of the Service Learning Program
- Website development and maintenance
- Assessment and data collection (program evaluations, learning outcomes assessment)
- Seek out grant and funding sources
- Storage for supplies and paperwork

#### Final Recommendations:

A review of institutions with service learning program by Stater and Fotheringham (2009) identified key indicators of successful institutionalization:

- Included in strategic planning process
- Featured in accreditation report

- Independent budget line (institution base budget)
- Incorporates academic core competencies and outcomes
- Professional, full time coordinator
- Support for community partners
- Faculty liaisons
- ALL faculty are offered the opportunity to develop service learning opportunities
- Service learning appears in most college publications to some extent
- Students' academic transcripts include service learning notation when applicable.

If Estrella Mountain Community College were to move forward with formalizing a service learning program for the college, establishing a Service Learning Advisory Committee would be an essential first step. Such a committee should be comprised of all interested parties, including faculty, staff, administration, community members and students.

The college would need to commit an initial budget for the program. Ultimately, it is a matter of scale. The more resources that the college is able to commit to a program, the more capability that program has to grow. In addition to funding for a designated professional support position, a modest budget, based on a review of institutions similar in size to EMCC, would include approximately \$1500 for supplies & printing, \$500 for association dues, and \$5000 for official functions (service projects, recognition programs, training workshops. If pursuing the faculty fellows model, a budget could also include contract/release time for up to two faculty liaisons at three credit hours per semester to work in conjunction with the professional support position.

Finally, if EMCC wants adjunct faculty to also implement service learning in their classes, honorariums for adjunct faculty to participate in workshops/service learning has proven to be a useful incentive. Again, should EMCC determine that it is not fiscally possible to commit to all of these resources at this time, the result will be a smaller service learning program.

Service learning at EMCC needs a designated home. As mentioned above, the commitment to service learning and successful partnerships is ultimately more important than whether service learning is housed in Student Affairs, Academic Affairs, or Administrative Services. Compelling rationale and successful models exist for each area to serve as the program's home.

Finally, as EMCC leadership considers its options for formalizing or centralizing a service learning program for the college, existing efforts should not be overlooked. There is a core group of dedicated faculty members already utilizing the powerful tool of service learning in their classes, affecting the learning of hundreds of students each year. The desire to further institutionalize the program comes from a belief in the incredible potential of our growing college to promote learning and meaningful change in our students and our community.

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## Appendix A

### Survey on Service Learning at Estrella Mountain Community College

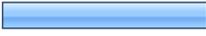
Survey was sent out via email to all residential and adjunct faculty members at Estrella Mountain Community College. Data was collected between November 19, 2010-December 3, 2010.

*\*Only the answers of the individuals who completed the survey are included. Four individuals entered their name (question #1), but then said that they did not currently use service learning in a class.*

**Questions #1 & #2: Please provide your name and any courses in which you utilize service learning**

NAME	Course	Course	Course	Course
Sandy Maas	NUR151	NUR171	NUR251	NUR271
Peter Turner	EDU 221	EDU 236		
Debra Storey	NUR251	NUR271		
Mary Love	NUR 151			
Clarissa Davis-Ragland (for Kourtney Song)	ACC121			
Sarah Moesbergen	PSY 101			
Eddie W. Zulegar	AJS 269AC			
Roselyn Turner	COM100	COM225		
Matthew Healy	ENG 101			
Olga Tsoudis	SOC 101	SOC 212	SOC 140	

**Question #3: How do you utilize service learning in your courses? Please check all that apply.**

		Response Percent	Response Count
Entire class works on same project/service		36.4%	4
Small group projects/service		45.5%	5
Individual projects/service		54.5%	6
On-campus		45.5%	5
Off-campus		72.7%	8
<b>As a required assignment</b>		<b>81.8%</b>	<b>9</b>
As an option to replace another assignment		0.0%	0
As extra credit		18.2%	2
Service takes place during class time		36.4%	4
<b>Service takes place on student's own time</b>		<b>81.8%</b>	<b>9</b>

**Question #4: Please provide a brief description of what your students do for service learning (ex: project, donation drive, etc.):**

	Response Text
1	donation driver, letter writing regarding social issue
2	Volunteer for Habitat for Humanity
3	Fund Raising Walks for various causes Collection Drives EMCC Events support Food Banks Habitat for Humanity

**Question #4 responses continued...**

4	AJS has several Internship Possibilities - Students must meet certain criteria to be accepted by both the AJS Supervising Faculty and the Agency accepting. They spend at least 60 hours with an agency learning about it functions and operations.
5	Last year my students donated t-shirts and other clothes. Some of the students helped me sort the clothing and decide which clothing items needed to be recycled or renewed. Other students came and helped me cut and sew the old clothing into something new (shopping bags, skirts, girls' dresses, and baby blankets from t-shirts). Some of the t-shirts were dyed and reshaped. The better clothing was sold "as-is". Even though we only got the approval one week before the event, we helped raise over \$100. If we had had more time to advertise and prepare, we could have perhaps done much better.
6	New Internship Opportunity as of Spring 2011. Income Tax Preparation course taught Fall 2010 and Tax preparation certifications completed. Students will complete personal income tax forms for those who cannot afford to pay for tax preparation. Instructor is Kortney Song, Adjunct Faculty
7	My students are nursing student's 1st quarter. We helped Imagine Avondale elementary do their hearing, vision, height and weights for the elementary school.
8	Will work with Shot clinics to give injections to clients who do not have insurance. Usually done at a local/community event.
9	Internship at a local school in a classroom setting.
10	Immunization projects for Head Start and other groups, visits to homeless shelter clinics, health fairs. Also participate in on-campus health-related activities doing blood sugar and cholesterol tests and blood pressure screensl. Also go to elementary schools and do height/weight, vision and hearing tests.

**Question #5 Please provide a brief description of how your students reflect upon their service experience (ex: journal, class discussion, etc.):**

Response Text	
1	Journal entry, discussion board, class discussion
2	Class discussion and journal.
3	Journals, class discussions, project showcases, public speaking
4	A Journal of experiences as well as a Project Assignment on Course Competencies is required to obtain a grade.
5	We had a class discussion about the experience. In addition, the students had a writing assignment about the event (Dark Carnival). Many of the student reflected on how it made them feel good or empowered to be doing something about such a horrible problem (child sex trafficking) instead of just learning about it.
6	Students reflect on service experience via class discussion
7	They received recognition certificate and explained to the class what they accomplished and one learning moment during their service.
8	We may do a post conference, reflective journal, along with a class discussion.
9	Portfolio includes a summary of their internship.
10	Class discussion.

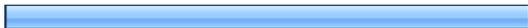
**Question #6: Please provide a brief description of how you assess their learning in regards to the service experience (ex: written work, presentation, pre/post survey, etc.):**

Response Text	
1	Written assignment
2	Before service, students research a relevant issue (such as housing discrimination) and write an essay on the topic. After service, students create a campus event to promote awareness, raise money, and recruit volunteers for non-profit agencies.
3	Rubrics, Evaluation Instrument, Authentic Assessment, Presentations
4	Written Journal and Work Assignment Project PLUS and evaluation by the Agency the student Interned with.

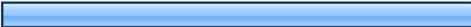
**Question #6 responses continued...**

6	Service experience learning is assessed via class discussion and written work
7	They shared with the class how many students there were and what their specific role entailed.
8	I will attend the event and observe and evaluate them while providing care. This also includes their personal interactions with the clients and community members.
9	Portfolio reflection, teacher evaluation of intern.
10	Sometimes given a short paper or care plan to write. They also share the experience in class with the other students.

**Question #7: With which General Education Abilities does your service learning align? (please select all that apply):**

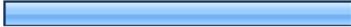
		Response Percent	Response Count
Communication		90.9%	10
<b>Critical &amp; Creative Thinking</b>		100.0%	11
Composition/Writing		36.4%	4
Numeracy		0.0%	0
Scientific Inquiry		18.2%	2
Information & Technological Inquiry		27.3%	3
Social, Civic, & Global Responsibility		90.9%	10
None of the above		0.0%	0
<b>answered question</b>			<b>11</b>
<b>skipped question</b>			<b>0</b>

**Question #8 : Do you use the EMCC Writing Across the Curriculum or Communication Rubrics to assess part of the service learning experience? Please select all that apply.**

Do you use the EMCC Writing Across the Curriculum or Communication Rubrics to assess part of the service learning experience? Please select all that apply.		Response Percent	Response Count
Writing Across the Curriculum Rubric		9.1%	1
Communication Rubric		9.1%	1
I do not use either rubric with this experience.		81.8%	9
If yes, please describe how you use the rubrics:			2
answered question			11
skipped question			0

2. Do you use the EMCC Writing Across the Curriculum or Communication Rubrics to assess part of the service learning experience? Please select all that apply.		
1	Assessment of presentations and public speeches	Nov 19, 2010 10:32 AM
2	Some of the nursing faculty use the writing rubric for grading papers.	Dec 3, 2010 10:09 PM

**Question #9: Do you partner with any other faculty for the service learning experience?**

		Response Percent	Response Count
Yes		40.0%	4
No		60.0%	6

**Question #10: Do you partner with any community agencies for your service learning?**

		Response Percent	Response Count
Yes		90.0%	9
No		10.0%	1

**Agencies listed:**

- Arizona Department of Health Services
- Community health agencies
- Avondale, Goodyear, and Buckeye police departments
- Habitat for Humanity
- Imagine Schools
- Local school districts
- Maricopa County Probation Department
- U.S. Marshal's Office & the Secret Service
- New Life Center
- Project Streetlight
- St. Mary's Food Bank
- West Side Food Bank
- United Way
- VITA