

Vance-Granville Community College

Service Learning Manual

September 2007

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# Overview of Service Learning

## **What Is Service Learning?**

By combining theory from an academic perspective and practice from real-life experience, service learning fosters a broader understanding not only of your curriculum, but also of yourself and your place in the community. The concept is a simple one: you help provide a service for your community in connection with your class work, and your community helps provide an educational experience for you. So it's both service and learning in one!

At Vance-Granville Community College, service learning can be incorporated into courses by offering students individual service opportunities with community agencies, or by creating project based service activities for a group of students or for the entire class. The most meaningful service learning activities are developed through partnership and dialogue between the College and the agency "partners" with whom our students serve.

## **How Service Learning Differs From Volunteerism or Internships**

A service learning project aims to fully integrate service with learning, while volunteering has little or no connection to formal coursework. Also, service learning examines the service experience in the context of ongoing learning, whereas internships apply what has been learned earlier.

## **Benefits of Service Learning**

Service learning enriches student learning of course material by moving them from the margin of the classroom experience to the center. It "brings books to life and life to books."

- ◆ Helps students come to see the relevance and importance of academic work in their real life.
- ◆ Enhances students' self-esteem by allowing them to "make a difference" through their active and meaningful contribution to their communities.
- ◆ Broadens perspectives and enhances critical thinking skills.
- ◆ Improves interpersonal and human relations skills which are increasingly viewed as the most important skills in achieving success in professional and personal spheres.
- ◆ Provides guidance and experience for future career choice.
- ◆ Provides experience which can be used on a resume and future college applications.
- ◆ Develops students' networks of support and professional contacts.

# **Student Section**

## **A. Student's Rights and Responsibilities**

As a student in a service learning course, you are privileged to have a set of expectations for yourself, your instructor, and the partnering community agency:

### **Rights**

- ◆ Understanding: An understanding of the connection between your service and the content of your course work.
- ◆ Quality: A quality service experience within a community organization which allows you to serve in ways which are appropriate to the skill levels you can offer, and which provides you the supervision and training you need to succeed.
- ◆ Communication: Clear communication between you, the instructor, and the partnering community agency.
- ◆ Expectations: Clearly defined expectations from both your instructor and the agency.

### **Responsibilities**

- ◆ Commitment: You are committing yourself and your time to a community agency, so it's important to arrive on-time on the scheduled days.
- ◆ Communication: It is important to communicate with your instructor, the community agency and/or the Service Learning Coordinator if any problems or conflicts arise.
- ◆ Open-Mind: Have an open-mind to your experience by letting go of preconceived notions and stereotypes. Be open to learning about cultures and lifestyles that are different than your own.
- ◆ Be prompt, willing, respectful and positive at the placement site.
- ◆ Fulfill all agreed upon duties and responsibilities.
- ◆ Provide feedback about the service experience and its relevancy to the course material and participate in class discussions, as well as a reflection session held at the end of the semester.
- ◆ Respect the confidentiality of the people served.
- ◆ Participate in the evaluation process.

## **B. What to Expect From Your Service Learning Experience**

In addition to expanding your mind and heart, service learning offers many benefits and expectations. Here are some key concepts to this type of learning experience:

- ◆ Greater Understanding: The service experience is clearly connected to your academic curriculum, providing a more in-depth and hands-on look at the theories explored through course work.

◆ **Social Awareness and Civic Responsibility:** Because your service is meeting a genuine community need, you have the opportunity to realize true social problems that exist around you and exercise your civil power by doing something about them.

◆ **Reciprocity:** By having a reciprocal relationship between you and the community agency, both parties benefit and are partners in the experience.

◆ **Reflection:** By reflecting on your experiences through activities such as journals, essays, scrapbooks, class discussions and presentations, you can focus on the connection between your service and your academics. These connections allow you to examine personal growth you might have had through your experience, like breaking down stereotypes, confronting fears, increasing empathy, etc.

### **C. Safety**

The safety of VGCC Service Learners is of utmost importance. If at any time you feel unsafe--either during your service or during your travel to and from your site--please talk to the Service Learning Coordinator, your agency contact person, or your instructor. Basically, the safety precautions you take around campus are the same precautions you should take while out in the community. Here are some important tips for remaining safe while doing Service Learning:

- ◆ Be sure to lock your car, park in a well-lit area, and hide valuable possessions
- ◆ Do not bring valuables to a site
- ◆ Dress conservatively – business casual is usually appropriate – No short-shorts or midriffs showing
- ◆ Do not give out your phone number, or personal information to the people you are serving, (i.e., clients, patients, residents, etc)
- ◆ Be aware of your surroundings
- ◆ Ask your site contact where you can store your personal belongings while doing service
- ◆ Ask the agency staff to walk you to your car if necessary
- ◆ Respect your instincts

If an incident occurs-- even if it's something minor-- be sure to report it **IMMEDIATELY** to the Service Learning Coordinator or your Instructor.

Linda M. Fletcher, Service Learning Coordinator

Vance-Granville Community College, P O Box 917, Henderson, NC 27536

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fletcherl@vgcc.edu

## Where to Go For Help

Notify your instructor of any conflicts that might be preventing you from having a quality service experience. You should also have open communication between yourself and your community agency and someone to contact there if problems arise. If you feel you are having difficulty with the class and service, discuss it with your instructor.

## D. Tips on Keeping a Reflective Journal (If Required by Instructor)

Journaling is a useful way to keep track of what you are learning and the kind of service you are providing to the community. It can also help provide insight into what you are experiencing and how you are feeling about it.

Your journal can take many different forms. However, a few ingredients are essential.

- ◆ Before your first visit to the agency (other than the interview for approval to work there), write down your thoughts, feelings, concerns, questions and preconceived notions about the agency and the population you will be serving. This will help you see if your thoughts and feelings change throughout your time there.
- ◆ Do not edit as you write. Instead, write your thoughts freely, without regard for syntax, spelling or punctuation. Editing can be done later, if you wish. The point is not to stop the flow of your thoughts.
- ◆ Remember to observe confidentiality and use pseudonyms when referring to clients.
- ◆ Other requirements of journal writing are candor and keen use of your senses and observational skills. Not only will your writing be more interesting as you develop your senses and observational powers, but your learning from your experiences will be enhanced as well.
- ◆ Write an **objective** account of the daily events that occur. Try to remember everything that happens but just write the facts. Don't make inferences. *Keep this part of your journal to only a few lines.*
- ◆ Next describe your feelings and perceptions, questions and ideas about what happened during the day. This is your **subjective** account of the day, and should constitute the bulk of your journaling.
- ◆ You will find the journal less of a chore if you take a few minutes at the end of each day of service, to review your learning objectives and reflect upon your experiences of the day.

Remember, it is important that you **NOT** think of your journal as a work log in which you itemize and record events, task and statistics.

Your journal is a reflective and analytical activity which allows you to grapple with problems and frustrations as well as identify your accomplishments and other positive

learning experiences. The journal is your means of regularly charting your growth and development both academically and personally.

### **Reflective Questions for Your Service Learning Journal**

- ◆ What's the best thing that happened today/this week?
- ◆ What's the most difficult/satisfying part of your work? Why?
- ◆ What do you think is your most valuable/valued contribution?
- ◆ Did you receive any compliments/criticisms? What did you learn from this?
- ◆ Tell about a person there who you find interesting/challenging to be with.
- ◆ How do people there treat you? How do they see your role? Is this congruent/in conflict with how you see your role?
- ◆ Tell about something you learned as a result of a disappointment or failure (Remember "failure" is a personal growth opportunity.)
- ◆ Think back on a moment when you felt especially happy or satisfied in your placement. What does that tell you about yourself?
- ◆ Is there some situation that you had problems with that you would want to talk to your site supervisor about?
- ◆ How did you feel today? Did you just feel like you were doing your service because you had to? What charged you up?
- ◆ How is all this relevant to the readings, discussions and lectures in your class?

### **For Yourself:**

- ◆ Be thorough with your journal, and as introspective and reflective as possible. In most cases, service learning papers and reports will not be due until the end of the project, and chances are you will forget a lot of the things that happened throughout the project. Do not just focus on the fact that you read a book to an elderly woman, but reflect on your thoughts about the agency, the services provided to the people, the lives and cultures of the people you meet, what you have in common with the people you serve, and what are the unique differences, etc. Make notes about ways your community experience relates to specific material from the course. A thorough and well thought out journal will help you when you produce your final paper, presentation or project. **Remember: you do not get a grade or credit for the service you perform. Your grade is based on how well you demonstrate to your instructor that you learned something about the course from your participation in the community.**

## **E. Making the Connection to Your Academic Class**

Service Learning is intended to enhance your academic courses through experiential learning. However, sometimes it can be difficult to see the connection between your coursework and the service you are doing. Here are some tips for helping you to get the most learning out of your experience:

### **With Your Instructor:**

- ◆ Find out what exactly your instructor wants you to be doing, seeing and experiencing while in the community. Ask him/her what he/she wants you to get out of your learning.
- ◆ Take a close look at the syllabus, and see what the instructor wants you to get out of the course.
- ◆ If you continue to struggle with making the connection, ask to talk to your instructor about it, either in class or in a private meeting. Don't forget the rest of the class learns when you share your questions and experiences. Encourage your instructor to allow service learners to discuss their community experiences throughout the semester, and not just at the end.

### **With Your Agency Contact:**

- ◆ Communicate your course objectives and your own learning objectives to the site contact so s/he can help to place you in the best learning situation.
- ◆ If you are doing something that does not seem to be a fit with your class, speak up and let the contact person know. However, also realize that sometimes doing service offers you an exposure, or a foot in the door, or even a chance to be an observer. So although the service you are performing may not have to do with your class work, it is allowing you an opportunity to learn from a context. For example, you might not be enrolled in an education class, but you might be doing tutoring in order to learn about gender roles in children for your Sociology class. You might need to do a little searching, because the theories, concepts, and philosophies may not jump out at you right away.
- ◆ Your contact person has agreed to serve as a co-educator, so schedule a meeting with her/him to discuss your observations, asks questions, etc. Site contacts are great resources for filling in the gaps in your knowledge about the agency, the issues it addresses, or the population being served.

**F.**

**Service Learning  
Student Checklist**

- \_\_\_\_\_ 1. Attend the Service Learning Project Orientation.
- \_\_\_\_\_ 2. Review the Student Section of the Service Learning Manual.
- \_\_\_\_\_ 3. Complete the **Service Learning Program – Student Contract Letter** in an initial meeting with your site supervisor. Return this form to your instructor before you begin your service. Form C.
- \_\_\_\_\_ 4. Complete the **Service Learning Risk Statement of Understanding.** Return this form to your instructor before you begin your service. Form D.
- \_\_\_\_\_ 5. Fulfill all requirements of the project.
- \_\_\_\_\_ 6. Complete the **Student Evaluation Service Learning Experience Form** at the end of your service learning experience and return the form to your instructor. Form E.
- \_\_\_\_\_ 7. Document Service Learning hours. Form H.

# **Faculty Section**

## A. Who Does What

# Who Does What?!

## **SERVICE LEARNING COORDINATOR**

### **Logistics / Administrative Tasks**

- Develops student placement list.
- Makes presentations about service-learning component of course.
- Records all students' service learning placements.
- Monitors, problem-solves.
- May conduct small group reflection sessions.
- Assists in finding placements.

## **FACULTY**

### **Teaching / Instructional Tasks**

- Consents to be advisor.
- Sets learning objectives. (use [S.L. Intent Form](#))
- Includes service-learning in course syllabus.
- Assists in finding placements.
- Guides/fosters in-class reflection.
- Reviews final reflective journals. (optional)
- Gives final letter grade.
- Collects evaluations (pre- and post-service survey)

## **Both SERVICE LEARNING COORDINATOR and FACULTY**

### **Advisement, Follow-up, Reflection**

- Faculty and Service Learning Coordinator meet to discuss service-learning options.
- Both approve service site selections and student duties.  
(Are student duties harmonious with learning objectives?)
- Both are involved- attending reflection sessions, going out and serving with students, facilitating in-class discussions, reading journals, etc.

## **B. Student Guidelines for Service Learning (Orientation items)**

- **Ask for help when in doubt:** Your Site Supervisor understands the issues at your Site and you are encouraged to approach him/her with problems or questions as they arise. He/She can assist you in determining the best way to respond to difficult or uncomfortable situations. Feel free to contact your instructor or the Service Learning office with questions concerning your placement.
- **Be punctual and responsible:** Although you are volunteering your time, you are participating in the organization as a reliable, trustworthy and contributing member of the team. Both the administrators and the person whom you serve rely on your punctuality and commitment to completing your service hours/project throughout your partnership.
- **Call if you anticipate lateness or absence:** Call the Site Supervisor if you are unable to come in or if you anticipate being late. Be mindful of your commitment, people are counting on you.
- **Respect the privacy of all clients:** If you are privy to confidential information with regard to the persons with whom you are working (i.e. organizational files, diagnostics, personal stories, etc), it is vital that you treat it as privileged information. You should use pseudonyms in your course assignments if you are referring to clients or the people you work with at the Service Site.
- **Show respect for the community-based organization you work for:** Placement within community programs is an educational opportunity and a privilege. Keep in mind, not only are you serving the community but the community is serving you by investing valuable resources in your learning.
- **Be appropriate:** You are in a work situation and are expected to treat your supervisor and others with courtesy and kindness. Dress comfortably, neatly and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of VGCC's ongoing Service Learning Program.
- **Be flexible:** The level or intensity of activity at a Service Site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and producing positive outcomes for everyone involved.

### **Limitations**

- **DON'T** report to your Service Site under the influence of drugs or alcohol.
- **DON'T** give or loan a client money or other personal belongings.
- **DON'T** make promises or commitments to a client you cannot keep.

- **DON'T** tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
- **DON'T** tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of their age, race, gender, sexual orientation, ability, or ethnicity.
- **DON'T** use profanity – remember you are representing the college.
- **DON'T** engage in any type of business with clients during the term of your service.
- **DON'T** enter into personal relationships with a client or community partner representative during the term of your service.

If you feel that your rights have been or may be violated, or that any of the above stated limitations have been violated please contact

Linda M. Fletcher, Service Learning Coordinator,

at 252-738-3466, or your instructor.

C.

## 10 Questions About Better Service Projects

There are many rewards and dividends earned through a well-planned and implemented community service project-- team-building, unique learning opportunities, meeting real needs in the community, bridge-building on-campus and off-campus, and, of course, good publicity.

When planning your next community service project, ask yourself or your group these questions:

1. Will students be excited about the project? Have you built in a "fun" or social component?
2. Does the project offer opportunities for student leadership development, real learning, sharing, and friendship?
3. Have you set aside time for orientation, reflection, and evaluation?
4. Will the service be challenging, meaningful, valuable, and necessary?
5. Is there enough work for everyone to do? Is the formula balanced?
6. Is it "Do-Able?"-- Are resources required (time, people, money, and expertise) of you, your group, or your volunteers? Any special training, orientation, paperwork, medical checks, fees, or background checks needed first?
7. Will it conflict with any other groups or events on campus? Any possible opposition?
8. Is there potential to build coalitions with other campus groups? Will it be open to, or will you tap into, diverse student populations?
9. Do we have a clear entrance and exit strategy, understand our roles and responsibilities, and are we prepared for what we will experience? Do we need a short orientation before the project?
10. Is it safe? Have you exercised "due diligence" to attempt to foresee any potential dangers and taken the necessary precautions? Do we have waivers for everyone? Did you consult your advisor and/or university attorney? Have you done a site-visit?

**D.**

**Vance-Granville Community College**  
***Service Learning Experience***  
***Reflection Questions***

Your Name \_\_\_\_\_

Agency Name \_\_\_\_\_

Instructor \_\_\_\_\_

Course \_\_\_\_\_

1. Describe the agency where you volunteered and what you did there.
2. What did you learn about yourself through this experience?
3. In what ways, if any, have your sense of self, your values, your sense of “community,” your willingness to serve others, and your self-confidence/self-esteem been affected or altered through this experience?
4. How has this experience challenged stereotypes or prejudices you have/had? Will these experiences change the way you act or think in the future? How?
5. Did this experience complement or contrast with what you are learning in class? How?  
Has this service learning experience taught you more, less or the same as the class? In what ways?
6. Do you plan to continue volunteering after completing the requirements for Service Learning this semester?
7. Describe an incident or tell a story that occurred during your Service Learning experience that is meaningful to you.
8. Do you have any suggestions for improving the Service Learning Program?

## E. Websites

[www.nationalservice.gov](http://www.nationalservice.gov)

[www.mc.maricopa.edu/engagement/](http://www.mc.maricopa.edu/engagement/)

[www.compact.org](http://www.compact.org)

[www.fiuedu/~time4chg/library/bigdummy.html](http://www.fiuedu/~time4chg/library/bigdummy.html)

[www.newhorizons.org](http://www.newhorizons.org)

[www.wikipedia.org/wiki/service-learning](http://www.wikipedia.org/wiki/service-learning)

[www.servicelearning.org](http://www.servicelearning.org)

[www.aacc.nche.edu](http://www.aacc.nche.edu)

**F.**

**Service Learning  
Faculty Checklist**

- \_\_\_\_ 1. Complete the **Service Learning Intent Form**.  
*Obtain approval from Academic Dean and Vice-President of Instruction.*  
Form A.
- \_\_\_\_ 2. File the Intent Form with the Service Learning Coordinator.  
*Discuss project details, special needs, concerns, and possible service sites to insure a positive outcome.*
- \_\_\_\_ 3. Verify with Service Learning Coordinator that Service Learning Agreement has been signed. Form B.
- \_\_\_\_ 4. Recruit students.
- \_\_\_\_ 5. Conduct Service Learning Project Orientation with all participants.  
*Clearly state requirements and expectations for the project. Distribute and explain all student forms.*
- \_\_\_\_ 6. Conduct at least one site visit.  
*Service Learning Coordinator is available to assist with site visits if needed.*
- \_\_\_\_ 7. Distribute **Student Performance Evaluation By Site Supervisor Form** (one for each student participant) to site supervisor(s). Form F.
- \_\_\_\_ 8. Collect and review all evaluation forms from students and site supervisors.
- \_\_\_\_ 9. Grade each student.
- \_\_\_\_ 10. Complete the **Service Learning Summary Form** and send to the Service Learning Coordinator. Form G.

# Forms

## Service Learning Intent Form

Term \_\_\_\_\_ Course \_\_\_\_\_ Section # \_\_\_\_\_

Instructor \_\_\_\_\_ Date \_\_\_\_\_

Location of Service Learning Project \_\_\_\_\_

Site supervisor \_\_\_\_\_ # of participants \_\_\_\_\_

Planned start date for project \_\_\_\_\_ Planned end date \_\_\_\_\_

Do you need assistance with site location and student placement? Yes No

### **I. Description of Activity**

### **II. Indicate the intended outcomes that students should gain from the activity that reinforce or strengthen classroom instruction in this class .** (Include knowledge, skills, attitudes, leadership development, etc.)

### **III. Learning Activities**

What assignments will be required before credit will be awarded?

How many hours will be required for this Service Learning project?

Is this project required for all students in this course?

### **IV. Evaluation**

What will be your criteria for assigning a grade?

How do you plan to monitor student participation and learning outcomes with this project?

Academic Dean Approval \_\_\_\_\_

Date \_\_\_\_\_

Vice President of Instruction Approval \_\_\_\_\_

Date \_\_\_\_\_

***The Vice President of Instruction will file this form with Director of Career Services upon final approval.***

Director of Career Services notes:

## Service Learning Agreement

Between VGCC Service Learning Program and Service Placement Site

**PLEASE PRINT**

Organization Name: \_\_\_\_\_

Authorized Representative: \_\_\_\_\_

*This Service Learning Agreement identifies the responsibilities of the VGCC Service Learning Program and the Service Placement Site.*

*Service Placement Sites must follow Service Learning Program guidelines and federal, state, and local laws in order to participate in this program.*

### **I. Service Placement Site agrees to:**

- Assist Service Learning Program in the development and structure of service learning projects.
- Inform the Service Learning Coordinator about current service and volunteer opportunities and number of available positions at the beginning of each semester and when new opportunities develop.
- Keep a record of current VGCC service learning students and provide Service Learning staff with such information when requested.
- Meet with service learning students and provide necessary orientation and training before placement.
- Evaluate the VGCC Service Learning Program and students at the end of project by completing evaluation forms.
- Maintain the right to request the removal of a service learning student should his/her performance become unsatisfactory; and notify the VGCC Service Learning Coordinator when problems occur.

### **II. Service Learning Program agrees to:**

- Recruit service learning students for placement at participating organizations.
- Orient students to the Service Learning Program and basic service ethics and commitments.
- Provide opportunities for the Service Placement Site supervisor to recruit students from the Service Learning Program (i.e. distributing of audio/visual and/or written materials with descriptions of service opportunities, facilitate the presentation of Audio/Visual.).
- Refer students to the Service Placement Site for possible placement upon approval of the course instructor and organization supervisor.
- Provide periodic orientation and training of the Service Learning Program to organization representatives.
- Evaluate service learning student placements through written evaluations completed by organization supervisors and service learning students, and/or through personal contact with organization.
- Retain full responsibility for the management of the Service Learning Program.

**III. Other**

- Displacement of Employees: The Service Placement Site will not assign service learning students to any placements which would displace existing paid workers or impair existing contracts for services.
- Restricted Activities: The Service Placement Site will not request, assign, or permit service learning students to conduct or engage in any religious, sectarian, or political activities that are outside of the mutually agreed upon duties.
- Transportation: The Service Placement Site will honor a service learning student's right to decline an assignment to use a personal vehicle or drive an organization owned vehicle if this activity is outside the mutually agreed upon duties.
- Discrimination: Vance-Granville Community College is an equal opportunity/affirmative action institution and the Service Placement Site is expected to also follow non-discriminatory policies and practices.
- Amendments: This Service Learning Agreement may be changed at any time upon mutual agreement of the VGCC Service Learning Program and the Service Placement Site.

*Please Return This Signed Agreement Via Fax or Mail.*

*Thank You For Your Support of the VGCC Service Learning Program!*

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Service Placement Site Representative/Title/Date

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VGCC Service Learning Program Coordinator/Date

---

VGCC Instructor/Date

Linda M. Fletcher  
Service Learning Coordinator  
P O Box 917  
Henderson, NC 27536  
Telephone 252-738-3466  
Fax 252-738-3468

**SERVICE LEARNING PROGRAM - STUDENT CONTRACT LETTER**

Dear Sir/Madam:

I am a student taking a \_\_\_\_\_ course at Vance-Granville Community College. As part of the course, I am participating in the **Service Learning Program**. I have chosen your agency/organization in which to complete my required volunteer hours. The number of hours required for my class is \_\_\_\_\_.

Service Learning is an educational tool used to promote student learning through active participation in meaningful and planned service experiences in the community that are directly related to course content. The purpose is to enhance students' understanding of course content, critical thinking skills, sense of civic responsibility, self-awareness and commitment to the community.

If given the opportunity to volunteer at your agency/organization, I agree to all of the following:

- 1) I will provide you with a copy of my course syllabus so you can see the learning objectives for this course.
- 2) I will set a specific start date and a regular work schedule with you today.
- 3) I will show up on time on my scheduled days and if I cannot make it or I am going to be late, I will contact you in advance via phone or email.
- 4) I will abide by all agency/organizational rules and regulations, including the dress code and code of conduct.
- 5) If I decide to drop my class and/or stop volunteering at your agency/organization, I will contact you via phone or email prior to missing any scheduled work hours. I will also immediately inform **my instructor**.

Thank you for the opportunity to use your facility as a learning resource. I will work diligently for you and your clients.

Sincerely,

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Name Printed

\_\_\_\_\_  
Agency Supervisor Name & Title

**This form is a volunteer contract, give a copy to the Site Supervisor during the interview process and the original to your Instructor. If your Site Supervisor changes or is not the original person with whom you interviewed, you should give another copy to your new supervisor (the person signing your tracking form & evaluation).**

## SERVICE LEARNING RISK STATEMENT OF UNDERSTANDING

I, \_\_\_\_\_, intend to participate in Service Learning  
(*please print full name*)  
at (*placement site*) \_\_\_\_\_

for (*course title/number*)\_\_\_\_\_.

I understand that my responsibilities at the community organization are to include  
\_\_\_\_\_  
\_\_\_\_\_.

I hereby acknowledge that there are risks of physical harm and injury inherent in service activities including but not limited to, working with people, participating in sports and recreational activities, cleaning and maintenance projects, preparing and serving food, transportation to and from service work sites, and other service activities. I specifically acknowledge that in performing these activities, I am doing so as a server/volunteer for the community agency and as a Vance-Granville Community College student, not as a server/volunteer, employee or agent of Vance-Granville Community College.

I understand that I am required to provide my own health and accident insurance. Vance-Granville Community College does provide limited student accident insurance for curriculum students purchased by the student at registration; however, this insurance may not cover all expenses of treatment received by the student. Coverage is a (secondary) policy unless there is no other insurance in place. The College is not responsible for non-covered expenses.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Vance-Granville Community College  
**STUDENT EVALUATION SERVICE LEARNING EXPERIENCE**  
**(Responses are confidential)**

Name \_\_\_\_\_

Instructor \_\_\_\_\_

Course \_\_\_\_\_ Section \_\_\_\_\_

Agency where service was completed \_\_\_\_\_

Site Supervisor \_\_\_\_\_

1. Were you satisfied with the help you received in choosing a placement site?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
  
2. Did your service learning experience have any effect on your career plans?  
\_\_\_\_\_ confirmed my career choice    \_\_\_\_\_ made me think about a different career choice  
\_\_\_\_\_ changed my career choice    \_\_\_\_\_ had no effect on my career choice

**PLEASE RATE YOUR EXPERIENCE AT THE PLACEMENT SITE**  
(Mark only one per row)

<b>Questions</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>
3. Helpfulness of agency staff				
4. Adequate orientation & training				
5. Adequate supervision				
6. Meaningful tasks to perform				
7. Recognition of my efforts				

8. Overall, how would you rate your experience as a Service Learner? (Mark only one)  
\_\_\_\_\_ Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor
  
9. Would you recommend Service Learning to any of your friends or classmates?  
\_\_\_\_\_ Yes \_\_\_\_\_ No
  
10. Do you plan to continue volunteering at this agency after you complete the required hours?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

Please place a check beside the word or phrase which most closely describes your opinion:

11. The service I did through this class helped me to see how the subject matter I learned can be used in everyday life.

\_\_\_\_\_ Strongly Agree \_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Strongly Disagree

12. I feel that the service I did through this class was not at all beneficial to the community.

\_\_\_\_\_ Strongly Agree \_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Strongly Disagree

13. The service I did through this class helped me to better understand the lectures and readings required for this class.

\_\_\_\_\_ Strongly Agree \_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Strongly Disagree

14. The idea of combining service to the community with college course work should be practiced in more classes at VGCC.

\_\_\_\_\_ Strongly Agree \_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Strongly Disagree

15. I was already doing service in my community before taking this class.

\_\_\_\_\_ Strongly Agree \_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Strongly Disagree

16. This class made me more interested in doing service in my community than I was before.

\_\_\_\_\_ Strongly Agree \_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Strongly Disagree

17. I probably won't do community service of any kind once this class is finished.

\_\_\_\_\_ Strongly Agree \_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Strongly Disagree

18. I learned a great deal about myself through my service activities.

\_\_\_\_\_ Strongly Agree \_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Strongly Disagree

19. I learned a great deal about the needs of others in the community, which I was unaware of before participating in the Service Learning Program.

\_\_\_\_\_ Strongly Agree \_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Strongly Disagree

20. Some educators say that real learning means being able to integrate learning into your own behavior. With that definition, I feel that this class was very successful in helping me really learn.

\_\_\_\_\_ Strongly Agree \_\_\_\_\_ Agree \_\_\_\_\_ Disagree \_\_\_\_\_ Strongly Disagree

Comments: \_\_\_\_\_

\_\_\_\_\_

**Vance-Granville Community College**  
***Service Learning Program***  
**ATTN: \_\_\_\_\_**  
**P O Box 917, Henderson, NC 27536**  
**Phone 252-738-3466 Fax 252-738-3468**

Please complete this evaluation and fax or mail it to the Instructor, at the address above. This evaluation will be considered in assessing the student's performance in his/her Service Learning course. *Thank you!*

**STUDENT PERFORMANCE EVALUATION BY SITE SUPERVISOR**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Site Name: \_\_\_\_\_

Student's Supervisor: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_

Approximate # of Hours Worked: \_\_\_\_\_

Course Name: \_\_\_\_\_

Instructor Name: \_\_\_\_\_

**Please rate the Service Learner's performance in the following areas:  
(1-Unsatisfactory, 5-Excellent), NA - not applicable to student assignment:**

1. Fulfillment of learning objectives .....1 2 3 4 5 NA
2. Sensitivity toward people with who s/he worked .....1 2 3 4 5 NA
3. Responsibility for regular attendance and punctuality .....1 2 3 4 5 NA
4. Quality of performance of service activities.....1 2 3 4 5 NA
5. Commitment to completing tasks .....1 2 3 4 5 NA
6. Adaptability to changes (i.e. scheduling, agency needs, etc.) .....1 2 3 4 5 NA
7. Respect for confidentiality.....1 2 3 4 5 NA
8. Awareness of agency mission & role in the community .....1 2 3 4 5 NA
9. Enthusiasm for service activities .....1 2 3 4 5 NA
10. Benefit of service provided to agency .....1 2 3 4 5 NA

B. Please explain any less than satisfactory ratings (i.e. rating of 1 or 2).

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C. Please comment on the student's greatest strengths and any areas for improvement that may assist the course instructor in evaluating the student's ability to enter, participate in and exit your community agency responsibly and sensitively. Also, is there anything this Service Learner did that was particularly creative or noteworthy? Feel free to continue comments on the other side of this form.

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Signature of Student's Supervisor

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Date





