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THE WHITE HOUSE
WASHINGTON

file: FL
Governor

March 22, 1993

The Honorable Lawton Chiles
Governor
The Capitol
Tallahassee
Florida 32399-0001

Dear Governor Chiles,

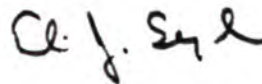
Thank you for your recent letter regarding the various community service programs in Florida that are contributing so much to the welfare of communities across the state. We have all watched while the people of Florida volunteered so much of their time and energy to helping rebuild following Hurricane Andrew. I am sure that these efforts must be a source of enormous pride for you.

Although your letter mentions a number of programs and other people associated with community service activities in Florida, I know that you and Mrs. Chiles have very strong personal commitments to service. In addition to FOCV, I understand that Florida colleges and universities have formed a state compact, and that both efforts have benefited from your leadership.

We are on a fast track with the drafting of a bill to establish President Clinton's program. We plan to introduce a bill this spring and hope to have it enacted before the end of the summer. The President has determined that the states should have a significant role in the national service program, and I know that we will be able to count on Florida to be a lead state.

I hope that you will keep in touch with our office and I look forward to working with you.

Sincerely,



Eli J. Segal
Assistant to the President and
Director of the Office of National Service

EJS:ss

Susan

Wrote at least a
letter to the Gove-
nor... Probably worth
opening a dialogue
with people referred to
on p. 2.



LAWTON CHILES
GOVERNOR

STATE OF FLORIDA

Office of the Governor

THE CAPITOL
TALLAHASSEE, FLORIDA 32399-0001

March 5, 1993

Mr. Eli Segal
Office of National Service
Old Executive Office Building, Room 145
The White House
Washington, DC 20500

Dear Mr. Segal:

I have been following with interest the recent development of President Clinton's National Service Initiative. Here in the State of Florida, we have long recognized the need for college students to play an active and vital role in their communities. From developing literacy centers and intergenerational initiatives to mentoring at-risk youth and raising awareness about HIV/AIDS, I am proud to say that the students of our state are realizing their great potential to change our society and are tackling these challenges head-on.

In 1990, a group of student leaders joined forces with our State Legislature to create Florida's Office for Campus Volunteers (FOCV), a statewide collegiate service network which provides technical and fiscal assistance for 69 colleges and universities throughout the state. This unique organization, staffed by recent college graduates, provides an array of resources including skills' training, service grants, on-site consultations, community workshops, and a variety of publications. This young and dynamic organization has succeeded in harnessing the tremendous energy of student volunteerism and drawing attention to our obligation to serve.

This effort has been very evident since August, when Hurricane Andrew ravaged South Florida. Because of the knowledge they possess and the commitment they hold, students have been working hand in hand with civic leaders in building a stronger and lasting community. I see this same promise in President Clinton's service initiative; the opportunity for students to change the way they view their world and themselves.

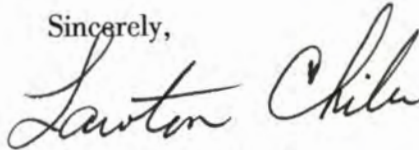
Mr. Eli Segal
March 5, 1993
Page Two

In developing this exciting project, I would strongly urge you to include Dr. Chris Gilmore from this office and Mr. Steve Haddad with Florida's Office for Campus Volunteers (904-922-2922). I believe their input and suggestions would prove invaluable in the evolution of the National Service Initiative.

I look forward to hearing more about this exciting project.

With warm regards, I am

Sincerely,

A handwritten signature in cursive script that reads "Lawton Chiles". The signature is written in dark ink and is positioned above the printed name.

LAWTON CHILES

cc: Steve Haddad
Chris Gilmore

Post-it Brand

Fax Transmittal Memo 7672

To **KATE FRUCHER**
Company **WHITE HOUSE**
Location **WASHINGTON D.C.**
Fax #
Telephone #

Comments



No. of Pages

Today's Date

Time

From **GEORGE E. SASSANI**
Company **USF CAMPUS COMPACT**
Location **TAMPA FL.** Dept. Charge
Fax # Telephone #

Original
Disposition☐ Destroy☐ Return☐ Call for pickup

UNIVERSITY OF SOUTH FLORIDA
OFFICE OF STUDENT AFFAIRS
ADM 151 TEL: (814) 974-2151

Office of the Vice President
For Student Affairs
University of South Florida
4202 East Fowler Avenue, ADM 151
Tampa, Florida 33620-6250
(813) 974-2151

TO: Kate Frucher

FROM: George E. Sassani
Student Assistant

DATE: February 19, 1993

RE: Campus Compact Mentoring Program

The Campus Compact Mentoring Program matches USF student volunteer mentors and inner-city, elementary school children [between the ages of 8 and 10]. The main objective of the program is to help the school-age child develop a better self-image through friendship and support. Each USF student is matched with one child, whom (s)he mentors from 4:00PM to 6:00PM on Monday, Wednesday or Thursday. Both the students and their mentees bring their own experiences and cultures to enrich the other. Mentoring sessions are held at four inner-city locations: West Tampa Library, Ybor City Library, College Hill Library and Robles Park Office of Community Affairs.

On Tuesdays, the children are brought to USF in order to participate in specially planned academic, cultural and extracurricular activities. These activities include Kuumba Dancers and drummers, African Folktales, Drug and Alcohol Awareness, and a Reptile presentation that stresses conservation and respect for our environment.

I hope this will be helpful to Vice-President Gore. If you have any further questions please feel free to contact us again.
I would like to thank you for your interest in our program.

BREVARD COMMUNITY COLLEGE
1519 CLEARLAKE ROAD
COCOA, FL 32922
(407) 632-1111
FAX (407) 633-4565

FACSIMILE TRANSMISSION

TO:

FAX (202) 456-6420 **DATE** 2/17/93
NAME Bina Sanone
TITLE/FIRM National Service Trust
ADDRESS Washington, D.C.
OFFICE PHONE _____
SUBJECT _____

Number of Pages (including cover sheet) 18 **Confirmation** Y ☒ **N**

If confirmation is requested, please call the sender when the document is received.

FROM:

NAME Roger Henry **FAX (407) 633-4565**
TITLE/FIRM Center for Service Learning
OFFICE PHONE (407) 632-1111 X2410

COMMENTS:

*Sending in two (2) parts.
This is part one of two.*

**BREVARD COMMUNITY COLLEGE**

February 17, 1993

Gina Sanone
National Service Trust
Washington, D.C.

Dear Ms. Sanone:

I am sincerely sorry I could not attend the briefing today, February 17, 1993, in Washington. Please keep me informed.

For your perusal, I have enclosed some information about our model community service-learning program which benefits the community, faculty/staff, college, and especially students.

I wish you all the best and would be glad to assist in anyway possible.

Sincerely,

Roger K. Henry
Director, Center for Service-Learning

RKH:lak

CENTER FOR SERVICE-LEARNING UPDATE

January 1993

FALL SEMESTER 1992

I. ACCOMPLISHMENTS

- * Estimated 650 student volunteers participated in on-going and short term volunteer programs (August - December 1992)
- * Visitations by Central Piedmont Community College, Valencia Community College, Campus Compact, and Eckerd College
- * \$48,000 for PIECES Program, \$5,000 Service-Learning Grant (Rita Karpie), \$1,000 FOCV Grant, \$45,000 for Florida Campus Compact activities, \$3,150 SPD Grant
- * Florida Tax Watch Davis Productivity Award
- * Nomination to NSEE National Board
- * Average four/five calls, requests for technical assistance weekly from statewide and national colleges/universities
- * SACS accreditation involvement
- * Re-design of several publications, recruitment materials
- * Established several new resource packets, e.g., Reflection, Institutionalization, Start Up, Publicity/Promotion, In-Defense-Of
- * Two outstanding special projects: Miami Hurricane Relief and AIDS Awareness
- * Implementation of College Career Work Experience Program
- * Brevard Community College chosen to host National Campus Compact Directors' Meeting
- * Teaching for Service Seminar promulgated for Spring 1993
- * Involved some non-traditional discipline instructors in service-learning, e.g., Spanish
- * Completed second draft of Supervisor as Educator, a guide for agency staff
- * Freshman Scholarship recipient (1992) Linda Jonovitch, Melbourne Campus
- * Promulgated first ever statewide Faculty Forum to be held, March 12 - 13, 1993, at Rollins College
- * Continue to be viewed as state and national model for service-learning
- * Received Brevard Association of Volunteer Management Award for leadership in Brevard's volunteer community
- * Continue to act as national resource for federal grants
- * Organized and presented at two statewide service-learning workshops Teaching for Service, University of Miami and Dream and Design, University of Florida
- * Several on-site visits to improve service sites for students
- * Excellent publicity and recognition activities, Florida Today, Capsule, WBCC-TV, WLRQ
- * Attained some Service-Learning Task Force objectives, i.e., included in Mission Statement, Academic Plan, major publications, SACS, student recruitment initiatives, immersing service into non-traditional disciplines

- * Developed planning devices to guide CSL development:
 - (1) Institutional Effectiveness Plan for Service-Learning, (2) Metamorphosis II, (3) Update Plans (4) Integrating Service and Academic Study Plan
- * Administered/managed office effectively including budget

II. PLANS

- * Revisit service-learning "requirement"
- * Further saturation of service-learning within existent courses
- * Development of additional separate community service courses by faculty in their specific disciplines (SPD)
- * Accomplish Service-Learning Task Force priorities
- * Develop and lead a county/college consortium for public service
- * Continue to expand our Resource Center through outside funding effort, i.e., Commission or Campus Compact Center for Community Colleges
- * Involve at least 25 percent of full time faculty, 3,000 student service-learners, and 600 students enrolled in course by Spring 1994
- * Develop school and college service-learning collaboration
- * Placement on national boards or committees
- * Improve student volunteer coordinator and short term/special projects initiatives

RKH:lax



FOCUS IN

CENTER FOR SERVICE-LEARNING

BREVARD COMMUNITY COLLEGE

INTRODUCTION

CAMPUS COMPACT, The Project for Public/Community Service is a coalition of over 300 colleges and universities established to create and enhance public service opportunities for students and to develop an expectation of service as an integral part of the college experience. Brevard Community College, a member institution for six years, developed its own Campus Compact Project (now the Center for Service-Learning) to systematically involve and support students in these educational and important public service experiences. Since its inception the project has involved over 3,200 students who served about 100,000 hours of service! Today the Center is recognized and respected as one of the best service-learning programs in the United States.

Volunteer and service-learning experiences are reciprocally beneficial for both the community and students. For many community organizations, students augment service delivery, meet crucial human needs and provide a basis for future citizen support. For students, community service is an opportunity to enrich and apply classroom knowledge; explore careers or majors; develop civic and cultural literacy; improve citizenship, helping, learning and occupational skills; enhance personal growth and self-image; develop job links; and most of all foster in students a concern for social problems, sense of social responsibility and commitment to public/human service.

THE MISSION

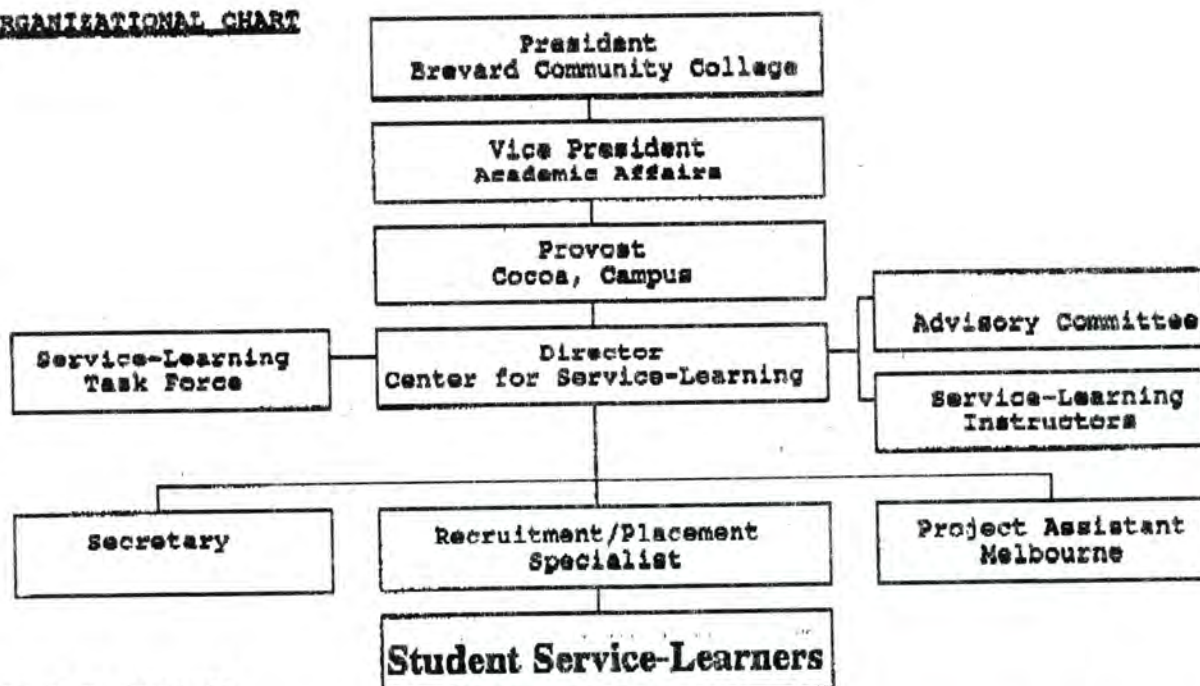
The Center for Service-Learning strives to make service an integral part of students' education at the college creating an expectation of service as an intentional part of the collegiate experience.

GOALS

- * Recruit and place students in meaningful and educational community service positions.
- * Provide service to Brevard County agencies and organizations.
- * Support students who are involved in service-learning activities.
- * Integrate and link service and academic study.
- * Involve and support faculty who utilize service-learning as a pedagogy.
- * Export Brevard Community College's model service-learning program statewide and nationally.
- * Administer the program effectively.

FUNCTIONS

- * Coordinates volunteer and service-learning activities, programs, and support services.
- * Establishes the framework and methods to link service with curriculum.
- * Establishes and supports service-learning coursework opportunities.
- * Assists the community with the development and enhancement of volunteer and service-learning programming.
- * Advocates for community service and experience-based learning opportunities.
- * Develops student and faculty incentives for service involvement.
- * Administers Community Service-Learning/College Work-Study Program. (PIECES)
- * Administers the Service Action Leadership Team Program. (SALT)
- * Collaborates with the Brevard County School system to foster service-learning programming.
- * Administers the College Work Experience Program (CWEP)

ORGANIZATIONAL CHART**STUDENT OPTIONS**

The Center provides a diversified framework for student involvement: Short term co-curricular projects, ongoing and leadership placements, service-learning options in academic classes, Human Service Experience courses, Community Involvement courses, service-pay opportunities, international service-learning placements, internships.

COMMUNITY SERVICE-LEARNING OPPORTUNITIES

- | | |
|-------------------------|---------------------------|
| * Community Development | * Crisis Care |
| * Literacy/Tutorial | * Mental Health |
| * Volunteer Leadership | * Child Care |
| * The Arts | * Senior Services |
| * Subsistence Services | * Youth Services |
| * Health Care | * Environmental |
| * Government | * Special Children/Adults |
| * Education | * Criminal Justice |
| * Animal Care | * Family Services |
| * Mentoring | * Recreation |
| * Drug Prevention | * Physically Concerned |

INSIDE THE NUMBERS

	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>
Faculty	06	20	35	56
Students	203	650	1,100	1,250
Service Hours	6,000	20,000	32,500	41,500
S-L Academic Courses	0	3	5	5
Students in Courses	0	140	315	410
Sections w/S-L Options	10	45	75	125
Orientations on Campus	0	0	3	7
Disciplines Involved	3	10	19	25
Community Service Sites	85	100	155	185

RKH: lak
8/92

BREVARD COMMUNITY COLLEGE
INTEGRATING SERVICE WITH ACADEMIC STUDY
FROM EXCEPTION TO IMMERSION
FROM INCLUSION TO COMMITMENT

I. Institutional Involvement in Service-Learning

Brevard Community College (BCC) is a leader nationally, in linking service and learning (Campus Compact institutions, 1990-1991, Campus Compact Survey/Report). Over 75 percent of all BCC students participating in public/community service activities (1200) receive academic credit for their involvement. A plethora of resources, learning tools, and curriculum methods have been implemented including the following:

Credit Options:

- * Short Term Community Service Assignments: In regular courses (about 15 instructors, 40 courses).
- * Service-Learning Options: In regular courses for 10 - 35 percent of grade (55 instructors, over 125 courses).
- * Community Service Credit: Designated Helper, 1 - 4 credit hours, independent study mechanism.
- * Human Service Experience I, II, III: (1) credit hour elective courses which combine reflection and volunteer work. 40 sections offered each semester. Taught by both service-learning staff and regular discipline faculty. (over 390)
- * Community Involvement: 3 credit hours, in depth theoretical and practical application course which will be tested for inclusion as core requirement option. Three courses offered semesterly.
- * International Service-Learning: Immersion volunteer and academic study opportunities for up to 12 credit hours per semester.
- * Internships: Periodic, statewide, national in depth public service experiences.
- * Volunteer Leadership: A lifelong learning course for supervisors of volunteers, agency personnel, and student volunteer coordinators (offered fall and spring semesters).
- * Teaching for Service Seminars: A 15 hour seminar for instructors who utilize service-learning pedagogies. Taught annually by service-learning staff. Faculty get graduate school academic credit and maintenance of continuing contract credits.
- * Supervisor as Educator Workshops: Periodic seminars for agency supervisors of student volunteers (offered at least annually).

*** Disciplines which involve students in service:**

Adult Education/Wendi	Anatomy
Biology	Business
Communications	Computer Programming
Cosmetology	Criminal Justice
Economics	English
Environmental Studies	Government
Humanities	Human Services
Mass Communications	Math
Nursing	Philosophy
Psychology	Reading/Study Skills
Social Science	Sociology
Speech	World Religion

Much of the impetus and coordination of curricular service activities are facilitated and supported by the Center for Service-Learning (CSL) which provides direct recruitment, placement, and support of service-learning students, technical assistance, recognition/incentives for faculty involvement, faculty seminars, and resources. Faculty are actively involved on the service-learning advisory committee and a core group meeting periodically to address service and curriculum issues. A campus wide service-learning Task Force has been appointed by the President to examine policies and incentives to more fully immerse service with the curriculum.

Presently, interest for service-learning is at its zenith at BCC:

1. Extensive documentation and communications about benefits to all constituents (college, community, students).
2. Extensive promotion and publicity which is varied and thorough.
3. National and statewide recognition as one of top service-learning programs in United States.
4. Top administrative advocacy, resources for service-learning and priority established.
5. Success is becoming ubiquitous! Both faculty direct involvement and student participation have increased prodigiously since initial year of CSL, Campus Compact 1988:

	<u>1988-89</u>	<u>1989-90</u>	<u>1990-91</u>	<u>1991-92</u>
Faculty	06	20	35	56
Students	203	650	1,100	1,200
Service Hours	6,000	20,000	32,500	40,000
S-L Academic Courses	0	3	5	5
Students in Courses	0	140	315	390
Sections w/S-L Options	10	45	75	125
Orientalions on Campus	0	0	3	7
Disciplines Involved	3	10	19	23
Community Service Sites	25	100	155	185

RKH:lak
3/23/92

I. INTRODUCTION - THE CENTER FOR SERVICE-LEARNING

"Community service is an important part of our students' preparation for their role as truly educated and responsible citizens." Maxwell C. King, President
Brevard Community College

Campus Compact, the Project for Public/Community Service is a coalition of over 300 colleges and universities established to create and enhance public service opportunities for students and to develop an expectation of service as an integral part of the college experience.

Brevard Community College, a member institution for five years, developed its own Campus Compact Project in 1988 (now the Center for Service-Learning) to systematically involve and support students in these educational and important public service experiences.

Volunteer and service-learning experiences are reciprocally beneficial for both the community and students. For many community organizations, students augment service delivery, meet crucial human needs and provide a basis for future citizen support. For students community service is an opportunity to enrich and apply classroom knowledge; explore careers or majors, develop civic and cultural literacy, improve citizenship, helping, learning and occupational skills; enhance personal growth and self image, develop job links; and most of all foster in students a concern for social problems, sense of social responsibility and commitment to human service.

The project assists in recruiting and placing students in over 150 programs or agencies while providing support services to enhance student learning and service, i.e., orientation, supervision, recognition, evaluation, assessment and monitoring of learning.

Additionally, the project provides the framework and methods to link service with the curriculum. The curriculum through its faculty is the most important means to enhance learning through service and increase scholarly attention to social responsibility, citizenship, ethics, and student development. Service-learning is a powerful pedagogy which makes study immediate and relevant, and supports and improves service. The Center for Service-Learning facilitates the development of service-learning coursework and options while assisting some faculty in the placement and support of service-learners.

The opportunities are as unique and diverse as the people who desire them, therefore, the experiences require various degrees of

II. CENTER FOR SERVICE-LEARNING BREVARD COMMUNITY COLLEGE

**"A good collage affirms that service to
others is a central part of education."**

**Carnegie Foundation
The College Undergraduate
Experience in America**

PURPOSE:

**To provide public and community service
opportunities for Brevard Community College
students.**

FUNCTIONS:

**...coordinate volunteer and service-learning
activities, programs, and support services.**

**...provide framework and methods to link service
with curriculum.**

**...provide service-learning coursework
opportunities.**

**...assist community with the development and
enhancement of volunteer and service-learning
programming.**

**...promote community service and experience-based
learning opportunities.**

**...develop student and faculty incentives for
service involvement.**

**...administer Community Service-Learning/College
Work-Study Program. (PIECES)**

**...administer Service Action Leadership Team
Program. (SALT)**

**...administer the College Career Work Experience
Program (CCWEP)**

**A HUNDRED YEARS FROM NOW IT WILL NOT MATTER WHAT
MY BANK ACCOUNT WAS, THE SORT OF HOUSE I LIVED IN, OR
THE KIND OF CAR I DROVE.**

**...BUT THE WORLD MAY BE DIFFERENT BECAUSE I WAS
IMPORTANT IN THE LIFE OF A YOUNG PERSON.**

SERVICES TO STUDENTS:

Center for Service-Learning Staff

- * Provides information on volunteer/service-learning opportunities and academic credit options/coursework.
- * Assists students in identifying appropriate assignments which match interests, skills, and time to community needs.
- * Helps students with service-learning planning.
- * Orients students to programs.
- * Helps volunteers with finding resources, problem solving, and other information.
- * Offers direct service, short term, ongoing and leadership opportunities.
- * Provides liability and accident supplemental insurance.
- * Offers record keeping and documentation of student performance.
- * Provides reflective learning tools and performance evaluation documentation to enhance learning.
- * Offers to write recommendations for references for students who are known by staff.
- * Provides for follow-up, assessment, and feedback about service-learning experience.
- * Contacts students by telephone, written correspondence, or on site personal communications to help with service-learning placement.
- * Distributes a questionnaire semesterly so students can evaluate office, service site, and programmatic/learning outcomes.
- * Provides alternative placements(s) if original assignment does not work out.
- * Recognizes students day to day and annually for outstanding performance.
- * Assists with supervision when possible.
- * Assists with logistical concerns and problems.

SERVICES TO FACULTY:

Center for Service-Learning Staff

- * Delivers classroom presentations and handouts related to course topics.
- * Provides information and technical resources about service-learning and opportunities for student involvement.
- * Tailors, if possible, placements to course requirements/options.
- * Prepares resource packets for utilization.
- * Circulates relevant information, literature on service and experiential learning.
- * Provides placement, follow-up, monitoring, evaluation, and recognition of students.
- * Provides performance evaluation documents: Placement Confirmation Form, Hour Report, Performance Assessment sheets, Status Update form.
- * Communicates regularly with service sites and informs instructors of student status, successes, problems, etc.
- * Provides professional development opportunities for faculty who wish to teach for service.
- * Provides resources: books, newsletters, journals, articles to improve service-learning effectiveness.
- * Offers information, guides for student and faculty participation in local, statewide, national, international service settings.
- * Assists with problem solving and conflict resolution for students.
- * Provides forms, periodic assessments/surveys for faculty feedback and input.
- * Coordinates service-learning coursework, assignments, schedules of classes, and develops new courses.
- * Provides reflective learning tools and suggested feedback formats to maximize learning through service.
- * Distributes student questionnaires to evaluate service and learning outcomes.
- * Does the routine to free faculty for assessment of student learning.
- * Recognizes outstanding service-learning teaching efforts.

SERVICES TO AGENCIES:

Center for Service-Learning Staff

- * Provides resource packets for effective utilization of student volunteers.
- * Provides job description forms.
- * Consults regularly with key agencies about service-learning placements, positions, and service site satisfaction.
- * Publicizes agency service opportunities through directory, brochures, student newspaper, classroom presentations, etc.
- * Arranges for agency representatives to speak in selected classes.
- * Schedules orientations for major projects.
- * Refers students directly to agency.
- * Provides follow-up through written and oral communications.
- * Recognizes outstanding service sites.
- * Assists with improved placement and supervision of student volunteers through volunteer leadership class, supervisor as educator workshops, consultations, and technical resource distribution.
- * Assists with monitoring and supervision of large programs.

SERVICES TO STUDENT GROUPS AND PROJECTS:

Center for Service-Learning Staff

- * Circulates information about volunteer and service-learning (ongoing) opportunities.**
- * Provides service-learning coursework information and opportunities.**
- * Delivers presentations to clubs, student organizations, counselors/advisors.**
- * Distributes information about possible short term and group projects.**
- * Advises and provides training or resource materials to student groups, organizations, or Student Development staff.**
- * Periodically interfaces with student organizations and advisors on community service project possibilities.**
- * Selects student coordinators and trains them to administer volunteer projects (SALT).**
- * Suggests possible community projects.**
- * Recognizes outstanding service efforts of student groups, organizations, and individual efforts.**
- * Provides information on statewide national, international, and local issues, e.g., literacy, hunger.**
- * Participates in President's Leadership Conference.**

PUBLICATIONS

- * Brochures are available to faculty, staff, and students.
- * The Link, the directory of volunteer and service-learning opportunities is available to faculty, staff, and students (updated July and December annually).
- * The Reflector, the Center for Service-Learning newsletter is published in December and April annually.
- * Teaching for Service, a guide for faculty is available for interested instructors.
- * Service-Learning: A Guide for College Students is available for Community Involvement (SOW 2053), Human Service Experience (SOW 1051, 1052, 1053), or Designated Helper (independent study) students.
- * Supervisor as Educator, a guide for supervisors of college student volunteers will be available soon!
- * A Library of resources on experiential education, voluntarism, service-learning, human services, and skill building is available.
- * National/Regional guides for volunteerism, internships, careers, social action.
- * Reportage, a book of reflection and exercises for service-learning.

AWARDS AND SCHOLARSHIPS

- * STUDENT HUMANITARIAN AWARD: Brevard Community College President nominates student annually for national competition. If student is selected by Campus Compact (nationally) \$1,500 is given to student for utilization in humanitarian effort.
- * FRESHMAN HUMANITARIAN SCHOLARSHIP: Sponsored by Brevard Community College Foundation and Center for Service-Learning, this award of one year's tuition recognizes an outstanding contribution by freshman involved in humanitarian cause.
- * COMMUNITY SERVICE AWARD: Brevard Community College Collegewide Award presented at spring graduation.
- * ANNUAL CENTER FOR SERVICE-LEARNING RECOGNITION EVENT: Presents faculty, agency, student awards and certificates for outstanding service-learning efforts. (Certificates of Recognition and Award, Supervisor as Educator Award, Teaching for Service Award, Volunteer Leadership Award, and Appreciation Awards to staff/instructors who have stuck their necks out (giraffes) for service-learning)
- * FLORIDA EXCELLENCE IN SERVICE AWARD:

Statewide student community service awards presented by Oxendine Publications Company and Florida's Office for Campus Volunteers.

III. WHY?

"Love and caring cannot endure by themselves. Alone, they have no meaning. They must be put into action, and that action is service.

Mother Teresa

SOME VOLUNTEER EVALUATION AND JOURNAL EXCERPTS:

It made me realize that I have a lot to learn about people. It is the best thing that has happened to me in years!

I have learned to be more comfortable around handicapped children and I now know that I want to continue my studies in the health sciences.

My volunteer work at Daily Bread has made me realize that the hungry and homeless are real people just like you and me.

My volunteer experience has brought me closer to my community and made me realize that I have a responsibility to do all I can to improve it.

It gave my life a purpose. Helping other people has got to be the most fulfilling opportunity available in our community.

Service-learning has given me the chance to explore my career goals and become actively involved in my community.

It has meant finding out my strengths and weaknesses toward what I can contribute to society.

I have made a difference in someone's life and that is a joy that must be experienced in order to be fully appreciated.

Good karma - what comes around, goes around!

It has to be extraordinarily rewarding! Service-learning has given me the opportunity to share a part of myself and my experiences with someone who could benefit from them. It has made me very happy!

It made me feel as if I had done something worthwhile. I greatly enjoyed working at the Humane Society!

It gave me a chance to help in the enrichment of our young people. I can help and make a difference!

It helped me to be more confident in myself and with the work that I do.

My personal service-learning experience enables me to grow and learn not only about others but also about myself!

My volunteer experience allowed me to learn much more about the children than I would be able to learn in the classroom.

BENEFITS FOR SERVICE-LEARNING

FOR STUDENTS:

- * Enriched learning
- * Documented experience
- * Skill development
- * Transferable credit
- * Improved self esteem
- * Critical thinking skills
- * Job contacts
- * Making a difference
- * Broader horizons
- * Improved health, vitality
- * Application of classroom knowledge

FOR COLLEGE:

- * Improved public service delivery
- * Broadened conception of educational role
- * Increased learning opportunities
- * Check relevance of learning
- * Improved motivational base of instruction and learning
- * Improved linkages to community
- * Reoriented educative process to meet human needs
- * Improved community college relations
- * Improved student satisfaction and retention
- * Improved student preparation for work and transfer to senior institutions

FOR COMMUNITY:

- * Augmented service delivery
- * Increased human resources for problem solving
- * Better career selection choices for students
- * Increased access to college resources
- * Improved college-community relations
- * Increased ability to hire good students
- * More contributions to meet human needs
- * Increased future citizen support/commitment
- * Expanded roles for student supervisors

BREVARD COMMUNITY COLLEGE
1519 CLEARLAKE ROAD
COCOA, FL 32922
(407) 632-1111
FAX (407) 633-4565

FACSIMILE TRANSMISSION

TO:

FAX (202) 456-6420 **DATE** 2/17/93
NAME Guia Saxe
TITLE/FIRM National Service Trust
ADDRESS Wash DC
OFFICE PHONE _____
SUBJECT _____

Number of Pages (including cover sheet) 18 **Confirmation** Y ☒ **N**

If confirmation is requested, please call the sender when the document is received.

FROM:

NAME Roger Henry **FAX (407) 633-4565**
TITLE/FIRM Center for Service-Learning
OFFICE PHONE (407) 632-1111 X2410

COMMENTS:

Part Two of Two

**CENTER FOR SERVICE-LEARNING (CAMPUS COMPACT)
A CONTINUUM OF SERVICE AND LEARNING EXPERIENCE**

GET ON THE TRACK



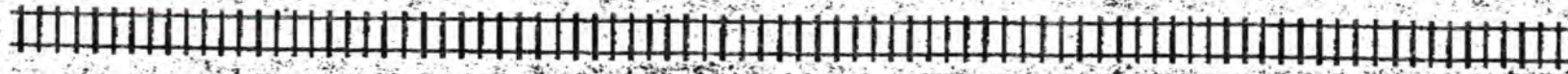
	1	2	3
Service Opportunity	Co-curricular community service	Class related, observational assignments	Community/Volunteer Service
Description	Epicodic, short duration or special projects, usually 1-10 hours for specific service event.	Part of regular course assignment, 1-6 hours for points or percentage of grade. Students are oriented to service settings, societal concerns.	Students seek a voluntary/service experience in a local service organization/project. Student usually volunteers 1 - 5 hours weekly. Students critically reflect on experience.
Example(s)	*A Taste of Service Day *Fundraising for runaway youth shelter *Beach clean up *Clean up hunger event	*Interview homeless service providers and prepare informational speech. *Visit (3) mental health agencies and prepare reflective report.	*Volunteer in hospital for (1) year, 12 hours monthly. *Tutor a child for (2) hours weekly for 1 semester. *Serve meals to the homeless once per week for (3) months.
		5	6
Service Opportunity	Service-Pay	Service-Learning Options/Field Experiences	Community Service Credit
Description	Student serves in public service setting while receiving small stipend, scholarship, or pay. 2-12 hours weekly for semester.	Service-learning options in regular classes, usually 20-30 hours of service plus reflective writing tool for 10-33% of course grade. Often in lieu of term paper, essays, or exam. Students perform service as way to gather, test, and apply content and skills of existing courses.	Student contracts with instructor or service-learning office. Variable credit hours depending upon service and reflective requirements (flexible and individualized).
Example(s)	*Community service/learning for work study eligible students (PIECES). *Mini-grant school mentoring project which pays students minimum wage to tutor youth. *\$800 scholarship for outstanding Freshman humanitarian.	*Biology—30 hours of service and essay for 20% of grade. *Psychology—20 hours of service and journal for 17% of grade. Students opt for service or research paper. *Speech—At least 20 hours of service, related analytical journal, and oral presentation for 60 additional class points toward grade.	*Designated Helper for 1-4 credit hours, students can contract with instructor to do service-learning project. Independent study mechanism with service focus.

**CENTER FOR SERVICE-LEARNING (CAMPUS COMPACT)
A CONTINUUM OF SERVICE AND LEARNING EXPERIENCE**

GET ON THE TRACK



FEB-17-93 WED 15:59 ID:COLLEGEWIDE RECORDS TEL NO:407-632-1111-2155 #847 P03



	7	8
Service Opportunity	Introductory Community Service Courses	Service-Learning Courses
Description	Community/public service is combined with classroom work to provide information, skill building, reflection, generalizing principles, assessment methods to help students serve and learn more effectively. Adaptable for various service-learning applications.	In-depth theoretical and practical courses which allow for maximum integration of service and classroom work. Utilized by some departments, programs as core option. Reflection, action, skill building, examination of theory/practice of citizenship.
Example(s)	*Human Service Experience, SOW 1051, 1052, 1053, (1) credit hour elective, 20 hours of service, 4 seminars, and critical reflection (oral and written), can earn total of (3) credits. *Human Service Experience Literacy, (1) credit hour training format for Student Literacy Corps (LIP), (2) credit hours practicum while students tutor or mentor. *Also used as additional credit in some disciplines.	*Community Involvement, SOW 2053, (3) credit hours, 32 hours of field experience combined with 32 hours of seminars, 2 hours weekly of each (strong combination of service-learning principles and features).
	9	10
Service Opportunity	Professional Development Offerings	Internships
Description	Seminars/Workshops/Courses offered to key constituents of service-learning: instructors, student leaders, agency/service site personnel. Provide knowledge, skills for volunteer and service-learning personal and community enhancement.	In-depth experiences usually toward the end of coursework. 8-20 hours weekly, but can be full time (usually course prerequisites to enter).
Example(s)	*Volunteer Leadership, LLLX 0054: A lifelong learning course for supervisors of volunteers, agency personnel, and student volunteer program leaders. (30 hours of classroom work) *Teaching for Service Seminars: Inservice for instructors who utilize service-learning pedagogies. 15 hours of action and reflection learning strategies (graduate credit available) *Supervisor as Educator Workshops: Periodic seminars for agency supervisors of volunteers and students (usually 2-8 hours of training) *Service Action Leadership Team (SALT): Leadership opportunities and training for students	*International service-learning *Washington Intern Program *Campus Compact Peace Corps Internship *Other national, global immersion experiences

CENTER FOR SERVICE-LEARNING

Student Volunteer Questionnaire

FALL 1991/SPRING 1992

Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922

Please take a few minutes to answer. It means a lot to us.

SEX: 43 Male 179 Female TOTAL 222

AGE: 38 19 or younger 34 22 - 25

37 20 - 21 25 26 - 30

74 31 or older

MAJOR: _____

CLASS LEVEL: _____

HOW LONG HAVE YOU VOLUNTEERED?

170 One Semester

28 Two Semesters

21 More

NAME OF VOLUNTEER PROGRAM(S) IN WHICH YOU HAVE PARTICIPATED?

1. _____ 2. _____

3. _____ 4. _____

HOW DID YOU LEARN ABOUT THE CENTER FOR-SERVICE-LEARNING?

8 Capsule 84 Class Presentation 20 Poster 14 Advisor

38 Professor 20 A Friend 2 Newspaper 7 Other

DID YOUR SERVICE-LEARNING WORK HAVE ANY EFFECT ON YOUR MAJOR SELECTION? (PLEASE MARK ONLY ONE)

98 Confirmed selection

36 Made me think about a new major

5 Changed my major selection

87 Had no effect

WHAT MOTIVATED YOU TO APPLY FOR A SERVICE-LEARNING POSITION?
(MARK AS MANY AS APPLY).

- ☒ 48 Course Credit
☒ 68 Desire to help others/service
☒ 20 Experience/career exploration
☒ 64 Social concerns
☒ 33 Apply classroom knowledge
☒ 92 Knowledge
☒ 19 Personal Development
☒ 75 Skill Development
☒ 12 Enjoyment
☒ 74 Broaden Horizons
☒ 26 Free Time
☒ 21 Other

WAS YOUR VOLUNTEER WORK RECOMMENDED OR REQUIRED BY ANY ACADEMIC UNIT OR PROFESSOR?

- ☒ 10 YES ☒ 18 NO

WHICH WAS MOST HELPFUL IN CHOOSING YOUR SERVICE-LEARNING PROGRAM?
(PLEASE MARK ONLY ONE)

- ☒ 64 Office staff ☒ 12 Orientation ☒ 48 Job Description
☒ 27 Friends ☒ 27 Agency visit ☒ 24 Brochure, Directory/Guide

IN WHAT WAY DID YOUR SERVICE-LEARNING EXPERIENCE AFFECT YOUR CAREER PLANS?
(PLEASE MARK ONLY ONE)

- ☒ 28 Questioned my previous choice ☒ 95 Confirmed my plans
☒ 5 Changed my career plans ☒ 83 No effect

MY VOLUNTEER WORK IS (WAS)...

- ☒ 85 More educational than my classroom work.
☒ 104 Equally educational with my classroom work
☒ 35 Less educational than my classroom work.

PLEASE RATE THE SERVICES PROVIDED BY THE CENTER FOR SERVICE-LEARNING
(PLEASE MARK ONLY ONE PER ROW)

VS = VERY SATISFIED
 S = SATISFIED

D = DISSATISFIED
 VD = VERY DISSATISFIED
 NA = NOT APPLICABLE

	VS	S	D	VD	NA
1. Helpfulness of office staff	<u>165</u>	<u>56</u>	<u>3</u>	<u>0</u>	<u>3</u>
2. Learning materials	<u>109</u>	<u>81</u>	<u>5</u>	<u>0</u>	<u>17</u>
3. Adequate orientation	<u>120</u>	<u>80</u>	<u>11</u>	<u>1</u>	<u>13</u>
4. Application process	<u>123</u>	<u>57</u>	<u>2</u>	<u>1</u>	<u>3</u>
5. Cooperation, friendliness of office staff	<u>182</u>	<u>20</u>	<u>1</u>	<u>0</u>	<u>3</u>
6. Amount, quality of communication with office	<u>138</u>	<u>42</u>	<u>6</u>	<u>2</u>	<u>8</u>
7. Program, agency information provided	<u>129</u>	<u>41</u>	<u>6</u>	<u>2</u>	<u>5</u>

Did you receive enough help, support and guidance from:

The Center's Staff?	<u>209</u> Yes	<u>9</u> No
Faculty Sponsor?	<u>198</u> Yes	<u>12</u> No
Agency Supervisor?	<u>197</u> Yes	<u>16</u> No

Comments: _____

Was the workload too great? 19 Yes 190 No

Comments: _____

How well were you able to incorporate your practical learning with your academic study in your journal, report, seminars, readings, etc.?

0/2	1/5	2/47	3/67	4/93
Not				Very
At All				Well

PLEASE RATE YOUR EXPERIENCE AT THE VOLUNTEER SITE AT WHICH YOU PARTICIPATED.
(MARK ONLY ONE PER ROW)

	VS	S	D	VD	NA
1. Helpfulness of agency staff	<u>148</u>	<u>68</u>	<u>3</u>	<u>2</u>	<u>2</u>
2. Adequate orientation/training	<u>127</u>	<u>77</u>	<u>10</u>	<u>5</u>	<u>4</u>
3. Adequate supervision	<u>129</u>	<u>78</u>	<u>11</u>	<u>3</u>	<u>0</u>
4. Meaningful tasks to perform	<u>128</u>	<u>76</u>	<u>14</u>	<u>3</u>	<u>1</u>
5. Acceptance and support	<u>166</u>	<u>54</u>	<u>3</u>	<u>0</u>	<u>0</u>
6. Recognition for my efforts	<u>149</u>	<u>65</u>	<u>6</u>	<u>1</u>	<u>0</u>

OVERALL, HOW WOULD YOU RATE YOUR EXPERIENCE AS A SERVICE-LEARNING VOLUNTEER?
(MARK ONLY ONE)

148 Excellent 64 Good 9 Fair 0 Poor

WOULD YOU RECOMMEND YOUR VOLUNTEER PROGRAM TO ANY OF YOUR FRIENDS OR CLASSMATES?

208 YES 5 NO

Did your service-learning experience have at least a moderate effect on the following? (Please mark as many that apply)

- 107 a. Future course selection?
- 59 b. Improved G.P.A.?
- 106 c. Positive attitude toward academic studies/other classes?
- 88 d. Better relationships with faculty members?
- 111 e. Desire to stay in college or complete degree?
- 70 f. Acquisition of specific academic skills and knowledge?
- 174 g. Positive attitude toward "experiential" programs like this one?
- 186 h. Positive attitude toward community involvement/citizenship?
- 126 i. Positive attitude toward Brevard Community College?
- 146 j. Improved self-confidence?
- 136 k. Ability to work and learn independently?
- 153 l. Insight into your personal strengths and weaknesses?
- 188 m. Sense of personal achievement?

- 158 n. Sense of social responsibility?
- 987 o. Ethical/moral development?
- 130 p. Development of functional life skills, e.g, communication, assertiveness, problem solving?
- 947 q. Development of occupational skills?
- 108 r. Understanding of social cultural differences?
- 174 s. Application of classroom knowledge?
- 567 t. Enriched classroom learning?

Please add any other comments you think would be useful to The Center for Service-Learning in assisting future students, community agencies, and instructors.

WHAT HAS YOUR SERVICE-LEARNING/VOLUNTEER EXPERIENCE MEANT TO YOU?

THANK YOU! PLEASE RETURN BY CAMPUS MAIL OR DROP OFF AT THE OFFICE TODAY,
ROOM 215 STUDENT CENTER, COCOA CAMPUS

BENEFITS OF SERVICE-LEARNING

FOR STUDENTS: Enrich and apply classroom knowledge • explore career/major • broaden horizons • document experience • a chance to make a difference • improve citizenship/life/self-learning/occupational/critical thinking skills • improve self esteem • enjoyment • community awareness • ethical/moral development • a sense of social responsibility.

FOR COMMUNITY: Augment service delivery • participation in student education • access to college resources • future citizen support • increase ability to hire good students • new ideas to meet human needs • mutually beneficial interactions • new roles for supervisors.

FOR COLLEGE: Improve public service delivery • broaden nature and role of education • improve college/community relations • improve motivation base of instruction and learning • check relevance of learning • help students career/major preparation • orient educative process to meet human needs • improve student satisfaction and retention • enrich curriculum and learning opportunities.

FOR MORE INFORMATION CONTACT:

The Center for Service Learning
Campus Compact
Brevard Community College
632-1111, Ext. 2410

BREVARD COMMUNITY COLLEGE

Maxwell C. King, President

BOARD OF TRUSTEES

Bernard W. Simpkins, Chairperson

Patrick E. Healy, Vice Chairperson

John Henry Jones

Rachel C. Moehle

Frank E. Williams

Brevard Community College is an equal opportunity/equal access institution.



THE CONNECTION STEPS FOR INVOLVEMENT

- ★ Reflect on your educational and career objectives.
- ★ Call the office at 632-1111, ext. 2410.
- ★ Peruse information about service opportunities.
- ★ Complete a short application.
- ★ Speak to a staff person or your instructor.
- ★ Visit agency or program of your choice.
- ★ Attend an orientation session (some sites have excellent training programs).
- ★ Devise your service-learning plan.
- ★ Now you begin: 1-4 hours weekly for one semester (unless longer commitment is required).
- ★ Give us feedback about your progress or concerns.
- ★ Inform the Center if you wish to terminate or change programs.
- ★ Assess and monitor your experience.

ENJOY AND LEARN!

THE CENTER FOR SERVICE-LEARNING

**UNITING SERVICE AND LEARNING
CONNECTING COMMUNITY AND COLLEGE**

**MAKE THE LINK
THROUGH
VOLUNTEER AND SERVICE
LEARNING OPPORTUNITIES**

BREVARD COMMUNITY COLLEGE
BREVARD COMMUNITY COLLEGE

THE CENTER FOR SERVICE-LEARNING AT BREVARD COMMUNITY COLLEGE

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

— Margaret Mead

PURPOSE

To provide public and community service opportunities for Brevard Community College students.

FUNCTIONS

- ★ Coordinate volunteer and service-learning activities, programs, and support services
- ★ Provide framework and methods to link service with the curriculum
- ★ Provide information and resources on community service opportunities
- ★ Assist community with the development and enhancement of volunteer and service-learning programming
- ★ Promote community service and experience-based learning opportunities
- ★ Develop student and faculty incentives for service involvement
- ★ Administer Community Service-Learning/College Work-Study Program (PIECES)
- ★ Administer Service Action Leadership Project (SALT)

SERVICE-LEARNING COURSEWORK

- ★ An integration of service with the curriculum
- ★ Human Service Experience courses
- ★ Course enrichment options
- ★ Teaching for Service: Faculty development activities
- ★ Volunteer Leadership classes
- ★ International Service-Learning opportunities
- ★ Community Involvement Course
- ★ Assistance to faculty/staff in utilizing service-learning pedagogy, placement and support of service-learners
- ★ Facilitate development of social responsibility/service-learning courses

"Love and caring cannot endure by themselves. Alone, they have no meaning. They must be put into action, and that action is service."

— Mother Teresa

VOLUNTEER AND SERVICE-LEARNING OPPORTUNITIES

- | | |
|-------------------------|---------------------------|
| • Community Development | • Crisis Care |
| • Literacy/Tutorial | • Mental Health |
| • Volunteer Leadership | • Child Care |
| • The Arts | • Senior Services |
| • Subsistence Services | • Youth Services |
| • Health Care | • Environmental |
| • Government | • Special Children/Adults |
| • Education | • Corrections/Justice |
| • Animal Care | • Family Services |
| • Mentoring | • Recreation |
| • Drug Prevention | • Physically Challenged |

Care . . . to make a difference

I am interested, please send me more information.

NAME _____

AGENCY/ORGANIZATION (if applicable) _____

ADDRESS _____

CITY _____

STATE, ZIP _____

PHONE _____

My interests are:

- ☐ as a BCC student volunteer/service learner.
- ☐ as a volunteer job site.
- ☐ opportunity areas of interest: _____

MAIL TO:

Center for Service-Learning
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922

THE CHOICE IS YOURS!



ON TRACK FOR SERVICE



BENEFITS

- ★ Enriched Learning
- ★ Documented Experience
- ★ Skill Development
- ★ Transferable Credit
- ★ Improved Self Esteem
- ★ Critical Thinking Skills
- ★ Job Contacts, Skills
- ★ Making a Difference
- ★ Broader Horizons
- ★ Improved Health, Vitality

QUOTES —

Student Service-Learners

"Personal growth, spiritual growth, moral growth, intellectual growth!"

"It is not books alone that give a person intelligence, but the ability to apply knowledge to everyday situations."

"It has made all the difference in the world!"

BREVARD COMMUNITY COLLEGE
Maxwell C. King, President

BOARD OF TRUSTEES

Bernard W. Simpkins, Chairperson
Patrick F. Healy, Vice Chairperson
John Henry Jones
Rachel C. Moehle
Frank E. Williams

Brevard Community College is an equal opportunity/equal access institution.



**SERVICE
LEARNING**

Brevard Community College

Center for Service-Learning

(Campus Compact)

Student Center, Room 215B

1519 Clearlake Road

Cocoa, Florida 32922

632-1111, Ext. 2410 • Cocoa

254-0305, Ext. 3150 • Melbourne

269-5664, Ext. 2202 • Titusville

**Brevard Community College
Center for Service-Learning**



**Get on Track
with
a Curriculum of
Caring**

Service-Learning Coursework



**Make a difference
...for your life...your community**

ACADEMIC STUDY AND SERVICE OPPORTUNITY — a rhythm of Action and Reflection.



SERVICE—LEARNING OPTIONS/ FIELD EXPERIENCES

Class Related, Service Assignments
Usually short term, 1-6 hours for points, percentage of grade. Students are oriented to service settings, societal concerns.

Service-learning Course Options
Service based learning in regular courses, usually 20-30 hours semester, plus reflective writing/oral presentations for 10-35% of grade often in lieu of term paper, writing assignment, exam.

EXAMPLES:

- ☐ **Psychology** — 20 hours of service and journal for 17% of grade.
- ☐ **Speech** — at least 20 hours of service related analytical journal, oral presentation for 60 additional points.
- ☐ **Biology** — 30 hours of service and essay for 20% of grade.
- ☐ **Humanities** — 20 hours of service and journal for writing assignment.

DISCIPLINES:

Over 20 with opportunities in 75 courses.
Biology • Humanities • Government • Psychology • Criminal Justice • Sociology • Communications • Speech • Math • Social Science • Human Services, etc.

SEE CSL LIST OF COURSES AND INSTRUCTORS.

SERVICE-LEARNING COURSES

★ ★ ★ ★ ★

Community Involvement SOW 2053

3 CREDITS: A theoretical and practical course experiencing the principles and features of service-learning. Students develop a personal understanding of service and civic participation through action and reflection. 32 hours of seminars and 32 hours of volunteer work.

★ ★ ★ ★ ★

Human Service Experience SOW 1051 • 1052 • 1053

1 CREDIT HOUR: Elective courses designed to provide students with a service-learning experience. Earn up to 3 credit hours. Minimum of 20 hours service plus critical reflection and 4 seminars.

★ ★ ★ ★ ★

Designated Helper

1-4 CREDIT HOURS: Students contract with service-learning instructor to do service-learning project. Independent study with service focus.



IMMERSION EXPERIENCES

★ ★ ★ ★ ★

International Service-Learning
9-12 CREDIT HOURS: In-depth volunteer and academic study experiences in selected international settings, e.g., England, Mexico, and Jamaica.

★ ★ ★ ★ ★

Local, National Internships
Usually 6-20 hours weekly, but can be full-time. Several directories, guides, applications, locales, types of opportunities.

PLEASE CONSULT CSL DIRECTORIES AND INFORMATION SOURCES AT OFFICE.



"Helping others at Brevard Community College is an important part of education."

THE PIECES BENEFIT

FOR STUDENTS: Enrich and apply classroom, theoretical knowledge • develop a sense of social responsibility and commitment to human service • reduced financial burden with service-pay monies • improve helping, communication skills • increase self-confidence • explore major or career choices • amplify job contacts/skills • ethical/moral development • link personal growth, social growth, intellectual development, academic learning and financial needs.

FOR COMMUNITY: Augment service delivery • participation in student education • access to college resources • future citizen support • increase ability to permanently hire good students • develop new ideas to meet human needs • encourage mutually beneficial interactions • implement new roles for supervisors.

FOR COLLEGE: Improve public service delivery • broaden nature and role of education • improve college/community relations • improve motivation base of instruction and learning • help students career/major preparation • orient work-study positions to meet human needs while improving student satisfaction and learning opportunities.

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*Brevard Community College is an equal
opportunity/equal access institution.*

MAKING THE FIT

FOR STUDENTS:

- Apply for financial aid
- Contact the PIECES program
- Interview and compile application forms
- Choose service site(s)
- Orientate/Train at selected service sites
- Notify PIECES of placement decision and starting date
- Provide feedback about your progress or concerns

FOR AGENCY:

- Assess need for beneficial student involvement within your agency
- Make appointment to speak with a PIECES representative
- Enter into a contractual agreement with Brevard Community College
- Interview student. In regards to hiring it is your decision.
- Provide orientation and training
- Inform the PIECES program of position availability and/or termination
- Provide feedback about your progress or concerns

**FOR MORE INFORMATION
CONTACT**

PIECES

Center for Service-Learning/Campus Compact
Brevard Community College
632-1111, Ext. 2410

ENJOY YOUR PIECES EXPERIENCE!



Brevard Community College

PIECES



**Paid Involvement
Embracing Community
and
Education through
Service-Learning**

PIECING IT TOGETHER

PAID INVOLVEMENT EMBRACING COMMUNITY and EDUCATION through SERVICE-LEARNING



*Tell me and I will forget. Show me and I
will remember. Involve me and I will
understand.*

— Chinese Proverb

PURPOSE: To increase initiatives for student participation and benefit in meaningful community service-learning experiences.

GOAL: To provide community service-learning paid positions for WORK STUDY ELIGIBLE students by reducing financial burdens for student and NON-PROFIT organization.

PROGRAM COMPONENTS

The Student:

- Paid community service experiences (6-12 hours weekly)
- A choice of diverse service sites
- Orientation/Training
- Information and guidance
- Placement, follow-up and support services from PIECES
- Recognition

The Organization:

- Jobs conducive for a learning experience
- Support to enhance the PIECES experience
- Administer application, contractual and evaluative process
- Assist service organizations utilize PIECES students effectively at a reimbursement of up to 90% of the student wage

PIECES

I want to learn more about the Brevard Community College PIECES program:

STUDENT (if applicable)

Name: _____

Address: _____

Telephone: _____

SS # _____

Financial Aid Eligible:

☐ Yes ☐ Pending ☐ Will Apply

Interests, hobbies, skills: _____

Academic Major: _____

ORGANIZATION (if applicable)

Name of Organization: _____

Contact Person: _____

Address: _____

Telephone: _____

Service Position(s) Available:

☐ Yes _____

☐ Would like to discuss with a PIECES representative

MAIL TO:
Brevard Community College
PIECES
Center for Service-Learning/Campus Compact
1519 Clearlake Road
Cocoa, FL 32922

Structure and Staffing

The Florida Campus Compact is composed of four basic components: three Co-Chairs, a Steering Committee, Executive Committee, and Staff. The Compact is a Project of the Florida Association of Colleges and Universities and is housed at Brevard Community College.

The Co-Chairs represent the three sectors of higher education in Florida, preside over the meetings of the governing board, and provide leadership for Compact activities.

The FCC Steering Committee is composed of six presidents, three students, three faculty/staff, Florida's Office for Campus Volunteers representative, FACU Executive Director and a member from the public-at-large. This body forms general policy and gives direction to the state Compact.

The Executive Committee expedites work for the Steering Committee.

The FCC Staff consists of an Executive Director, Project Assistant, Administrative Aide, and Student Assistant. The Executive Director provides overall administrative management and supports members in promoting and expanding community service programs.

"Community service is an important part of our students' preparation for their role as truly educated and responsible citizens."

Maxwell C. King, President
Brevard Community College

FLORIDA CAMPUS COMPACT
Brevard Community College
1519 Clearlake Road
Cocoa, Florida 32922



Florida Campus Compact Brevard Community College



"We seek to make service a central element of undergraduate education"

Campus Compact Presidents' Statement

A Project of the
Florida Association of
Colleges and Universities,
Brevard Community College
1519 Clearlake Road
Cocoa, Florida 32922

A Discovery of Caring . . . of Learning

THE MISSION

The Florida Campus Compact is a coalition of colleges and universities whose mission is to create, enhance, and support public and community service activities for their students. The Compact strives to integrate service programs into the central mission and curricula of colleges and universities, to make helping others an important part of the collegiate experience.



THE GOALS

- Strengthen existing service-learning programs and encourage new programs on Florida campuses.
- Provide technical resources and assistance to member institutions
- Provide information and expertise on funding for community service programs
- Create opportunities to link service and academic study
- Link and strengthen the collaborative efforts of presidents, faculty, staff, students, and community
- Promote public awareness and recognition of outstanding contributions of humanitarian service

A Unity of College and Community, Academic Study and Service . . .

- Contribute to the development of state policy that encourages public service activities
- Create, pilot, and export service based model programs
- Address key community issues through public service involvement
- Participate in national Compact and statewide community service initiatives

"The combination of service and learning touches something very fundamental about the human spirit and its relationship to other human beings... This combination integrates head and heart"

June Kendall, NSIEE



"I have taught many courses on language and literacy, but none like this. There's only one explanation: service-learning. It doesn't just work, it works wonders."

Chris Anson, University of Minnesota Instructor

A Rhythm of Action and Reflection



THE MEMBERS

Barry University
Brevard Community College
Chipola Junior College
Eckerd College
Florida A and M University
Florida Atlantic University
Florida International University
Florida State University
Miami-Dade Community College
Nova University
Okaloosa-Walton Community College
Ringling School of Art and Design
Rollins College
Seminole Community College
Stetson University
University of Central Florida
University of Florida
University of North Florida
University of South Florida
University of Tampa
University of West Florida

THE CO-CHAIRS

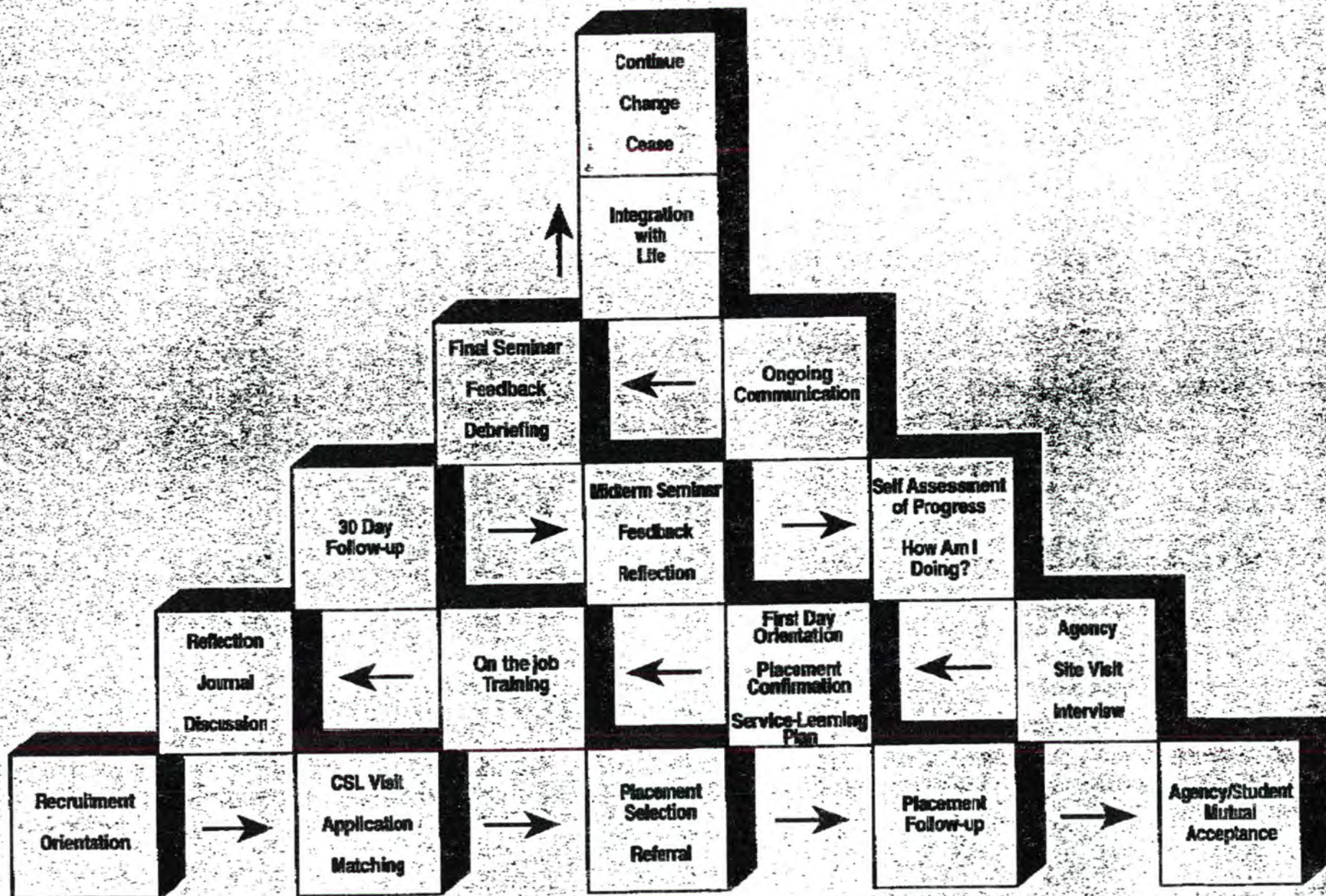
Dr. Peter Armacost, Eckerd College
Dr. Maxwell King, Brevard Community College
Dr. Dale Lick, Florida State University

"Personal growth, spiritual growth,
intellectual growth, moral growth..."

College Student Volunteer

CENTER FOR SERVICE-LEARNING - BREVARD COMMUNITY COLLEGE

STUDENT VOLUNTEER PROCESS





BROWARD COMMUNITY COLLEGE

Office of the Vice President of Student Affairs
Fort Lauderdale Center • (305) 761-7495/97

September 2, 1993

Gina Sanone
The White House
Office of National Service
Room 145 OEOB
Washington, D.C. 20500

Dear Ms. Sanone:

It is most gratifying to know that Broward Community College's efforts in volunteerism and community service have been recognized on a national level. Broward Community College has been an innovator in the area of volunteerism. We have established programs involving our students in community service, donating their time and talents to those in our community who have the greatest needs. We have initiated mentoring programs, in which our students go out into local high schools to mentor "at risk" students, encouraging the younger students to remain in school and continue their education, which in turn raises their self esteem and self worth. Our HIV/AIDS education program was one of only four student development programs nominated to compete for a statewide exemplary practice award.

Broward Community College is committed to the concept of active citizenship and participation in improving community life. The college recognizes the value of public and community service as an integral part of education through the fulfillment of community needs. The significance of service-learning occurs when the internship is seen as part of a whole relationship of events and directions. Reflection on that service should promote learning about the community served, leading to a greater capacity to develop empathy, judgment, and contributions to society.

A. HUGH ADAMS
CENTRAL CAMPUS
3501 Southwest Davie Road
Davie, FL 33314

FORT LAUDERDALE CENTER
225 East Las Olas Boulevard
Fort Lauderdale, FL 33301

NORTH CAMPUS
1000 Coconut Creek Boulevard
Coconut Creek, FL 33066

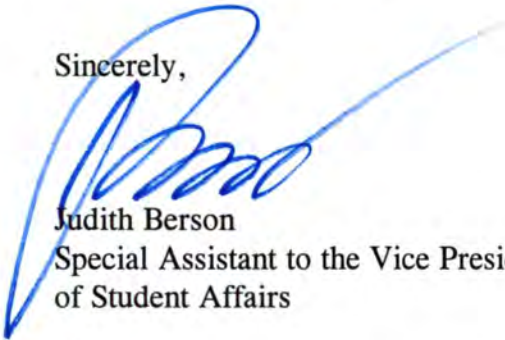
JUDSON A. SAMUELS
SOUTH CAMPUS
7200 Hollywood/Pines Boulevard
Pembroke Pines, FL 33024

Gina Sanone
The White House
Office of National Service
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As a follow up to your request for information on our service learning program I am enclosing two articles that were recently published, one in *Florida Career & Educational Opportunities*, the other in a national magazine *The Journal of Career Planning and Employment*.

Thank you for your interest in Broward Community College and in the growing concept of service-learning.

Sincerely,



Judith Berson
Special Assistant to the Vice President
of Student Affairs

JB/br

Enc: (2)

cc: George W. Young

Volunteers

GROWING THROUGH GIVING: Florida's Campus Volunteer Movement

BY

**Judith S.
Berson**

Within a week after Hurricane Andrew struck South Dade, Broward Community College students had "adopted" Florida City and mobilized to help survivors rebuild their community. Each weekend, teams of BCC students and staff travel to Florida City to assist with debris removal, needs assessment, counseling, child care and other needed services. They are also working with other colleges and universities throughout the state and country to coordinate students who

want to volunteer in South Dade during winter and spring breaks.

This is just one example of how campus volunteers are making a difference in local communities and enriching their own lives in the process. Students are receiving more than just the satisfaction of helping those in need; they are learning responsibility, building character, learning to solve problems creatively and getting a better understanding of their communities. In some cases, the student may receive college credit and/or a scholarship for his or her work. The experience is also a plus on a resume, and a lesson in real world expectations.

"At first I was jittery when I began to work with children," says Barry, a student volunteer at a day care center. "But after I left, I felt so good. This is something I want to continue to do."

CAMPUS VOLUNTEERISM IN FLORIDA

The Florida Office for Campus Volunteers (FOCV) is a public service office established in 1990 by the Florida Legislature to serve as a resource center for the 69 colleges, universities and community colleges in Florida.

According to Steve Haddad, director of FOCV, the office creates funding opportunities for campuses, holds student conferences and workshops, awards scholarships and provides seed money for innovative projects. "We have awarded \$40,000 in grants to students and student-based organizations," said Haddad. The awards are based on innovation and level of commitment.

In a report published by FOCV, research revealed that of the 575,000 students in Florida's institutions of higher learning, nearly half participate in some sort of community service. Students cite social responsibility, interest in civic affairs and career exploration as motivating factors for volunteerism.

COMMUNITY SERVICE AT BROWARD COMMUNITY COLLEGE

Broward Community College has consistently put an emphasis on community education and service, acknowl-

Children enjoying a "Toys for Tots" visit to their day care center by student and faculty volunteers.





Broward Community College volunteers clear debris for a homeowner in hurricane-ravaged Florida City.

edging the tremendous human resource potential within its student body. Three of the most successful educational service programs established at BCC are Challenge to Youth, Transitional Insights and Volunteers in Action.

BCC Students Mentor Juvenile Offenders

In response to the high numbers of criminal offenses among juveniles and the high dropout rate, Broward Community College launched its Challenge to Youth program, which paired BCC student mentors with juvenile offenders ages 11-15. The program's goal was to break the cycle of academic failure and introduce the possibility of college to high-risk youth.

College student mentors involved the proteges in activities at BCC such as cookouts, sports events and campus tours, as they were introduced to campus support programs such as tutoring sites and financial aid offices.

The juveniles had very little motivation to lead them away from crime and very little personal contact with their overworked HRS caseworkers. Their mentors seemed to pick up the slack.

"One-on-one contact made a difference. These kids saw that there was someone who cared, someone who could communicate with them," said Sharon Gibson, the program director.

Empowering High School Seniors

Through the Transitional Insights program, BCC chose outstanding students to serve as academic tutors and positive role models for high school seniors with learning disabilities. In addition to academic skills, tutors worked with the seniors on time management, organization and stress reduction to facilitate a smoother transition from high school to college.

Aimee Gahm, one of the first mentors in the program two years ago, said that she is still close to Kathy Sanchez, her protegee.

"Kathy's at BCC now, and I still tutor her," said Gahm. "She was always very motivated. She was very popular in high school. She was in student government, she was a candy striper for four years and she did volunteer work with children who have cerebral palsy. Her goal was to go to college no matter what, but she was afraid."

Gahm worked with Sanchez on reading, writing and math skills. Sanchez's grade point average rose from 2.8 to 3.2 in nine weeks. They worked together on filling out the college admissions forms and orientation, and Gahm helped Sanchez adjust to college life when she arrived at BCC.

For Gahm, the experience was personally rewarding. "I made a lot of good friends that have lasted beyond the



Volunteers...

program. I was able to get closer to myself, to learn who I was and what I had to offer."

Meeting Community Needs

Through a start-up grant from the U.S. Department of Education Fund for the Improvement of Postsecondary Education (FIPSE), BCC's Volunteers in Action program is able to respond to the community's many requests for volunteers. This educational volunteer program recruits highly motivated students, trains them and

places them in social service agencies throughout the county, where they work in areas such as elderly care, environmental projects, child care, medical services and aid to the homeless.

The students are given training in communications skills, client sensitivity, cultural diversity, time management and problem-solving. They get a strong working knowledge of the community agency where they will work, the clientele served by

the agency and the agency's role in the community.

Eligible participants receive tuition scholarships in exchange for their participation in the program, which requires a maximum commitment of five hours each week. The program provides them with a creative alternative to low-paying jobs while decreasing the amount of loans necessary to pay for school.

VOLUNTEERISM AS A WAY OF LIFE

A student's college career is a time of training, not only for a career, but for life. Campus volunteer programs are designed to make social service an

integral part of students' lives during and after college. The training gained through service could provide new career opportunities, or simply an experience to benefit everyone involved.

"Our program ended up benefiting our student mentors just as much, if not more, than the high school seniors they mentored," said Pat Latona, director of Transitional Insights. "Before our students became mentors, they underwent intensive training. They became much more aware of themselves and their own strengths and weaknesses. They needed to be in touch with themselves before they could be of service to others. Our students benefited greatly from the experience."

Judith Berson is responsible for Student Affairs Program Evaluation at Broward Community College.



Damien Simms, a "Challenge to Youth" participant, showing off a fish he caught at an event at BCC's lake facility.

GET INVOLVED

The following colleges and universities have made an institutional commitment to campus volunteer activities:

Barry University
Brevard Community College
Broward Community College
Eckerd College
Florida A&M University
Florida Community College at Jacksonville
Florida State University
Hillsborough Community College
Miami-Dade Community College
Okaloosa Walton Community College
Palm Beach Atlantic College
Ringling School of Art & Design
Rollins College
Stetson University
Tallahassee Community College
University of Central Florida
University of Florida
University of Miami
University of North Florida
New College at the University of South Florida
University of West Florida
Valencia Community College

Win/Win/Win With A Service-Learning Program

College programs that get students involved in working with and for the community are "win" situations all around.

By Judith S. Berson

"But for fate, we—the fortunate and the unfortunate—might have been each other."

—President Bill Clinton, 1993 Inaugural Address

WHEN EDUCATION administrators make the commitment to start up an innovative new program, they face a Catch-22: To start the program, they need money; to get the money, they need proven results.

However, there is one large "plus" for the administrator wishing to start a service-learning program. On his or her side is the track record and experience of the many other institutions that have successfully implemented such programs. These solidly demonstrate the benefits of practical work experience for students, services received by the community, and improved public relations for the college, and should win over the upper brass. And the college itself can provide a wealth of talent and resources to assist in the development, implementation, and maintenance of the program.

Definitions

Service learning expands on previous internship programs by combining the

traditional educational goals of intellectual and personal growth with the social values of community service. Experiential education refers to all forms of out-of-classroom learning, such as internships, leadership development, apprenticeships, and cooperative education. Students benefit professionally from the actual work experience they are able to include on their resumes. This is particularly important today, given the tight employment market. Students also grow personally through the intrinsic rewards of helping those in need.

The concept of service learning and widespread organized community service evolved during the 1960s. In his 1961 Inaugural Address, President Kennedy requested that we "Ask not what your country can do for you, but what you can do for your country." His was a call-to-civic-arms that spurred many of the nation's young to action.

Thousands of America's youth began serving in the newly formed international Peace Corps, domestic VISTA program, and a host of grass-roots, com-

munity-based service programs. Although Kennedy's goal was never fully realized, college and university leaders throughout the nation have been doing their parts, actively integrating student volunteerism, internships, and community service into their program offerings.

Today, more than 30 years after Kennedy's initiative, the need for student volunteers is stronger than ever. Social ills such as homelessness, hunger, juvenile delinquency, environmental woes, and needs of populations such as the impoverished young and elderly are too frequently met with indifference. These problems demand attention. Activist students on campuses across the country are ready to respond. A campus-based volunteer coordination effort is the missing link between students eager to serve and the many agencies and individuals desperate for the services they can provide.

Where It Begins

There are many different departments that could administer a service-learning program, but the one that performs this function in any particular institutional organization is usually the department that initiates it. In some colleges it is a student affairs function; in others it's a part of academic affairs. Cooperative



education, student employment, or career services offices could also administer the program.

Of course, there is no one program that will satisfy the needs of all institutions, each with its own individual organizational structure. But to implement an effective service-learning program there is always a need for a strong coalition between all the departments in the college or university.

How It Could Work: A Plausible Scenario

The following scenario, an amalgam of several actual programs, illustrates how a service-learning program might be instituted.

Director Wood, a student affairs administrator, is interested in starting up Campus Reachout, a program that will involve a group of students who volunteer to assist local social service agencies. Wood has done his homework. He has read up on service learning in professional journals and has contacted administrators from schools with successful programs. He was fortunate enough to attend a professional conference on the subject.

As part of his groundwork, Wood establishes goals that fit the needs of his institution and the students there. He knows he must start small and build from a strong base, so he targets 100 students for the first year. He has contacted local agencies and received an overwhelming response. The school

board and local homeless shelters and elderly homes, among others, are interested in participating.

After assessing the needs of the agencies, Wood sits down with service-learning professionals to develop training seminars to teach students to work effectively in the agencies. The training includes client sensitivity skills, individualized agency-specific skills, communications skills, and a reflection process to assess personal gain for the student. The agencies will provide additional, on-site training.

Wood has developed outcome-assessment instruments based on what he has learned from other schools. He has created a simple one-page form for the agency to complete on student performance and another form to use in student surveys to measure student satisfaction and progress in the program. In addition to demonstrating results, the information gathered will provide excellent qualitative data for grant-funding applications.

Basic Necessities

Based on his project proposal, Wood has written a successful start-up grant that was funded by ACTION—The Federal Domestic Volunteer Agency—for \$20,000. He has enormous potential in-kind support, which includes cost-free services, personnel, and other resources provided by the college. The basic necessities Wood will need is office space and supplies, a computer, and a part-time administrative assistant. He needs to enlist the help of staff and faculty. A little creative salesmanship for his program can yield a bounty of benefits.

Working with the financial aid office, Wood arranges to hire a part-time administrative assistant through the college work-study program. He also negotiates with the director of financial aid to establish scholarships for student volunteers to enable working students to earn dollar incomes while providing needed services to the community.

The next stop for Wood is a Faculty Senate meeting. Here he presents his proposal and requests faculty advisement on injecting a service-learning component into existing curricula. He also discusses the possibility of developing actual service-learning courses, knowing he will need faculty involvement

before presenting the proposal to the dean of academic affairs. Most of the faculty are skeptical, but Wood gets a commitment from seven members. These, in turn, promise to try to recruit other faculty and student volunteers.

Also on Wood's agenda are visits to the career services and student employment offices. Wood presents his proposal to the directors and requests their help in recruiting students. Using a list of interested agencies, he works with the directors to come up with job descriptions to interest the students. Financial aid has allotted scholarship money for some of the positions. Career services will allot funds from the College Career Work Experience Program to compensate students who volunteer to work in the agencies.

With these essential contacts made, Wood is ready to target students. He makes presentations at the meetings of various student organizations, such as the student government, fraternities and sororities, and various student clubs. He starts with these groups because he feels he can count on their offering their leadership abilities and existing resources. Student government leaders have promised to explore the possibility of allocating funds from student activity fees (which finance student government activities) to Campus Outreach.

With the enthusiastic commitment Wood has received, he turns now to a full media campaign. He has found a journalism intern who will help him coordinate the public relations effort. Together they write press releases for distribution to the school newspaper and the campus public information office. They are also able to obtain a complimentary ad in the student newspaper. They draft a flyer and poster (which are printed at minimal cost, courtesy of the graphics department) for distribution throughout the campus.

Implementing the Program

Wood and his administrative assistant have created a data base to match student interests and fields of study with needed volunteer work. He will pair education majors and other students to various mentoring programs in local elementary, middle, and high schools. Accounting and business majors are needed to help local nonprofit social service agencies cut costs and operate



Judith S. Berson is special assistant to the vice president of student affairs at Broward Community College, having previously served as Broward's director of student financial services, disability services, veterans affairs, and special programs. She is a frequent writer and speaker on educational issues allied with her expertise in special services.

Ms. Berson has done doctoral work in public administration at Nova University. She earned her M.A. in personnel administration at Montclair State College, and took her B.A. at Fairleigh Dickinson University.

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Service Learning Belongs

By Allen Wutzdorff

The field of service learning is rapidly coming in from the margins of education as we move into the 1990s. Across the country, students and faculty alike are examining the learning potential of what is already a socially positive force. This growth is not unlike the growth of college internship programs in the 1970s and '80s, where increasing numbers of college students majoring in disciplines not traditionally associated with "experiential learning" were given the opportunity to test out and apply their knowledge and abilities in work settings. An important result of this move into the "real world" was, of course, the formulation and clarification of career goals.

Service learning is really a specialized form of internship, where students work in settings established primarily to meet some social and community need. But the opportunity to learn skills and gain new knowledge is as present in a service setting as it is in an internship. With appropriate goal setting, guided reflection, and challenge, students can gain important skills in problem solving, ethical decision-making, and communication, to name a few. Students can also learn to exercise their critical thinking about more-universal content-related areas (e.g., social problems, economic systems, cultural patterns) as they perform needed work in the service arena.

In addition, service learning adds an important dimension to a student's education. To be acquainted with community needs and to learn how to work in partnership with others to address those needs seems to me to be a necessary skill in today's society. Service learning is not equated with *giving* only, or with *learning* only. The practice includes reciprocity between all the parties involved (student, community members, agencies, colleges), and teaches students important skills in collaboration, leadership, planning, negotiating, and evaluating. If all of these skills happen to lead to career enhancement, whether in the profit or nonprofit sector, so much the better. More and more employers are looking more and more positively at applicants' community service records as they make hiring decisions.

A Meaningful Contribution

Service learning, then, can play an important and necessary role within any curriculum, both from a societal and pedagogical standpoint. A key question is

the extent to which the students' work in the field is related to their own career and personal goals and to those that the institution has established for its experiential-learning program. No singular model has yet been developed for connecting service with learning, nor is there a particular discipline that is always associated with service experiences. But we at the National Society for Experiential Education (NSEE) are continually struck by the variety of subject areas where faculty are making creative connections to the students' off-campus work. Many colleges, in fact, are setting up interdisciplinary programs that draw upon the rich potential of field experiences for assisting students to break down the barriers between disciplines. Such programs can actually do what college catalogues typically promise: prepare students for meaningful professional and personal lives upon graduation.

Research on the effects of service learning, while not yet comprehensive, indicates that students do emerge from these experiences with qualities that do enhance major aspects of their lives. Students who have engaged in experiential and service-learning programs often show increases in self-esteem and confidence; they become better acquainted with careers and therefore of career options; and they show positive changes in the depth of their commitment to society and to the process of career selection. NSEE has plans to research more deeply into this subject [see "More Information" sidebar to accompanying article. Ed.].

Win With Service

The field of service learning has grown rapidly in the past few years and shows every sign of continuing to expand its role as an accepted and established part of higher education. NSEE itself is in the midst of an explosion in the number of inquiries we receive daily for information on the subject and about NSEE membership. As we manage and celebrate this growth, let's all of us as educators stay mindful of the many and rich possibilities inherent in service learning. There are many quality programs across the nation, each serving to bind a community, college, and students together in a win circle. Such circles belong.

Allen Wutzdorff is executive director of the National Society for Experiential Education (NSEE).

more efficiently, to assist low-income persons with tax returns, and to assist in fundraising for community projects. Computer science majors are needed to help nonprofits set up manageable and user-friendly data bases and to conduct seminars on new technology. Students of foreign languages and those with bilingual skills are needed to teach ESL (English as a second language) to minorities and immigrants. Art and music students are needed to teach classes in housing projects and at low-income community centers. These are only some of the possibilities that Wood has come up with. He knows that the demand for services exceeds his supply of students, but he is counting on the growth of the program to accommodate most of the requests for assistance in the long term.

Wood now has a commitment from 15 faculty members of various disciplines to establish a service-learning component into their curricula. Psychology and sociology professors will establish class requirements of actual field experience, which may include volunteer hours at various shelters, drug rehabilitation centers, homes for the elderly, and schools for disabled children. Biology teachers agree to allow students the option of designing volunteer projects such as health awareness for low-income families or the use of environmental activities as class projects. English and journalism teachers will offer an option for students to work in literacy programs, to develop community newsletters, or to assist nonprofits with public relations. The students will submit a journal documenting their activities in lieu of a term paper. Other faculty members have drafted proposals for service-learning classes that will carry elective sociology credit.

Outcome

By the end of the first year, Wood has met his goal of placing 100 students in volunteer agencies through classroom opportunities, scholarship opportunities, and internships. Through the success of Campus Outreach and the publicity it has generated, Wood has increased his roster of available student volunteers to nearly 300. The success of the program has led to increased funding from within the school's economic structure and from outside sources.

Wood has networked his program with national service-learning organizations,

which helps with resource development, brings new solutions to community problems, and generates national publicity and support for the fledgling program. He and many of his student volunteers have been able to attend regional conferences sponsored by these national organizations.

Student response was the most encouraging outcome for Wood. Most students reported personal and professional growth from the experience. Many said that the experience helped them make a career choice. Some students had made contacts that resulted in employment opportunities after graduation. Others said they simply enjoyed the opportunity to make a difference and would continue to volunteer after college.

Real Programs

While Campus Reachout is a hypothetical program, it is a composite of several successful programs including *Volunteers in Action* (VIA), a service-learning program at Broward Community College (BCC), an urban institution based in Fort Lauderdale. Before developing VIA, Broward had a successful track record with a number of smaller student volunteer programs that are still in operation. Some of these:

- The *Challenge to Youth* program trained college students to mentor juvenile offenders.
- *Transitional Insights* was a program that paired academically successful BCC students with learning-disabled high school students who wanted to go to college. The program ran for two years, and more than half of the mentored students enrolled in college after high school.
- The *HIV/AIDS Education and Prevention* program used persons with AIDS and BCC student peer counselors to educate the college's students on AIDS-related issues.

BCC obtained funding for *Challenge to Youth* and *Transitional Insights* from the U.S. Department of Education Fund for the Improvement of Post-Secondary Education (FIPSE). When the Student Affairs staff conceived and proposed its most innovative program to date, *Volunteers in Action*, the previous successes resulted in a third FIPSE grant.

Volunteers in Action, like the imaginary Campus Reachout, serves as a

clearinghouse for social service agencies located in the community. In its first year, VIA placed more than 100 students in volunteer positions serving 34 community agencies. And like the imaginary Wood, BCC Student Affairs staff carefully researched the needs of the community, the students, and the college before planning its own service-learning program.

Nearby Role Model

Broward didn't have to look far for a role model. Brevard Community College, in Cocoa, Florida, is home to one of the most successful service-learning programs in the nation. Established in 1988, Brevard's Service Learning Center currently has 1,200 student volunteers, 75 courses with service-learning options, and 75 faculty participating in the program. Before planning their own program, Brevard administrators joined Campus Compact, a national organization for service-learning program administrators.

Campus Compact now has more than 260 members. It provides its members with up-to-date legislative information, leads for developmental resources, regional and national workshops and conferences, and philosophical and professional guidance through its newsletter and numerous informative publications. There are many other support groups and agencies for fledgling programs (see sidebar: More Information on Service-Learning Programs).

A Case History

A new member of Campus Compact, Rollins College in Winter Park, Florida, has initiated its Center for Public Service which serves nearly 150 students each year. The center follows up on the student volunteers and reports that several of the students have gained permanent employment with the service agencies after graduation.

As noted by Kristin Zimmerman, the center's programs coordinator: "We had some students enrolled in a course called 'Politics of Abortion.' Students volunteered at the BETA agency (Birth, Education, Training, and Acceptance) where they helped single mothers learn about caring for their children, proper use of

birth control, and family-planning issues. Four of the students are now employed there."

Zimmerman said that the students have had great success with projects such as one on environmental studies that will be used by the Division of Parks and Recreation. The city is giving an award to the student volunteers for their service to the community.

Zimmerman attributes the success of the program to the efforts of Wendy Brandon, director of the Academic Resource Center and project director of the center, noting "her skill in galvanizing the faculty to action" in particular.

Win/Win/Win

The benefits to the community are the most visible. Overburdened social service agencies are able to enhance services, and clientele receive more personal contact through the student volunteers. Early intervention has been highly successful all over the country, and young children who desperately need encouragement, scholastic assistance, and role models are given a chance to attain higher goals. Publicized community involvement raises the awareness and morale of the community involved.

The benefits to the college are enormous. A successful service-learning program—if properly publicized—can greatly enhance the image of the institution in the eyes of the community. The program also allows the college wider opportunities for resource development and often leads to greater fundraising success.

The benefits to students, beyond the gratification of helping those in need, are both immediate and long term. Schools and potential employers are working together to reward student volunteers. Potential employers have always valued actual on-the-job experience, often more than academic credentials. They are now placing value on community-service experience as well. And schools are making it easier for employers to identify students who have participated in service-learning areas.

In an effort to document the community involvement of students, some colleges and universities have instituted student development transcripts as addenda to the academic transcripts, thus providing students with a documented

record of their experience outside the classroom. These records of co-curricular activities can be presented to indicate additional job skills acquired while performing community service. As public service gains in popularity, more employers will be asking job applicants about their social service and volunteer experience and requesting copies of community-service transcripts along with the academic records.

An integral aspect that differentiates service learning from traditional classroom education is the reflection process. Students keep their own journals detailing their service activities and their own reactions to their working relationship with the agency and the clients they are serving. The students must also evaluate their own performances to measure their progress against goals they have set for themselves. In many programs, small-group reflective sessions are common, and planned recreational activities allow students and leaders the opportunity to share their experiences in a group setting.

In addition to the value of the experience itself, student participants often receive service scholarships to reduce their need to borrow for tuition. Many private foundations and corporations are more inclined to contribute funds if there is a community-service commitment from the student. Government funding from agencies such as FIPSE and ACTION, which provide schools with seed money to establish service-learning programs, look favorably at proposals that include scholarship incentives for student volunteers. Perhaps the most exciting boost to student volunteerism will come with the new Clinton Administration. The president has expressed his desire for the establishment of a program that would allow students to work off college loans through community service.

It's a win/win/win situation. The community gains, the college gains, the students gain. Funding opportunities exist for the development and implementation of service-learning programs. Several support systems are available to assist in the start-up process and to provide guidance throughout the duration of the program. With so many positive factors on the side of service learning, the real question is why every college and university doesn't institutionalize a service-learning program. 

More Information On Service-Learning Programs

ACTION Agency, the federal domestic volunteer agency that provides help for volunteer activities and community projects through grants and technical assistance. 1100 Vermont Avenue NW, Suite 8100, Washington, DC 20525. 202/606-5108.

Campus Compact: The Project for Public Community Service, a coalition of college and university presidents. Member services: technical assistance, internships, awards, resource materials, legislative advocacy. Brown University, 25 George Street, Providence, RI 02912. 401/863-1119.

Campus Outreach Opportunity League (COOL), a student organization to support and promote student involvement in community service. Member services: site visits, training workshops, conferences, resource materials. 386 McNeal Hall, St. Paul, MN 55108-1011. 612/624-3018.

National Society for Experiential Education (NSEE), an association of individuals, institutions, and organizations that promotes service experience as an integral part of education. Member services: newsletter, publications, conferences, information clearinghouse. Special publications:

- *Combining Service and Learning: A Resource Book for Community and Public Service.*
- *Research Agenda for Combining Service and Learning in the 1990s.* NSEE, 3509 Haworth Drive, Suite 207, Raleigh, NC 27609-7229. 919/787-3263.

Partnership for Service-Learning, a consortium of colleges, universities, service agencies, and religious organizations committed to developing service learning in American higher education. Offers technical assistance to colleges and service-learning programs for students and recent graduates. Holds an annual international conference. 815 Second Avenue, Suite 315, New York, NY 10017-4594. 212/986-0989.