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Community-Based Service-Learning @ St. John Fisher College

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Community-Based Service-Learning @ St. John Fisher College Rochester, NY

**Dr. Lynn Donahue, Coordinator – Center for Experiential Learning and
Community-Based Service-Learning**

**Science Librarians
Conference
November 4, 2011**



**Life Biography creation with
St. John's Home**

ENG 425: English Senior Seminar
WGST 101: Introduction to
Women's Studies



Definition of Service-Learning

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Community-Service Example



If students remove trash from a streambed,

they are providing a service to the community as volunteers

Service-Learning Example

- When students remove trash from a streambed,
- analyze what they found,
- share the results and offer suggestions for the neighborhood to reduce pollution,
- and then reflect
- on their experience

**THAT is
service-learning!**

(National Service-Learning Clearinghouse)



Health and Finance Fair at Sojourner House

PSJS 250: Social Change through Service



Criteria for Effective CBSL

- 1. Meaningful Service:** Service meets real community needs and is sustainable over multiple semesters. It acknowledges the wisdom and skills of our community partners.
- 2. Student Learning:** Service work meets course goals. It increases the meaningfulness of course material and enhances students' learning.
- 3. Reflection:** Assignments link course content with service. Reflection results in learning from service.
- 4. Demonstration:** Students share results of work to partners and peers and celebrate their successes.

Minimum # of Hours: 15

Average # of Hours: 20

Optional or Required

Capacity-Building or Client Support

Soil testing for presence of lead for SE neighborhoods

CHEM 315: Analytical
Chemistry Lab

CHEM 412: Advanced Topics
Chemistry

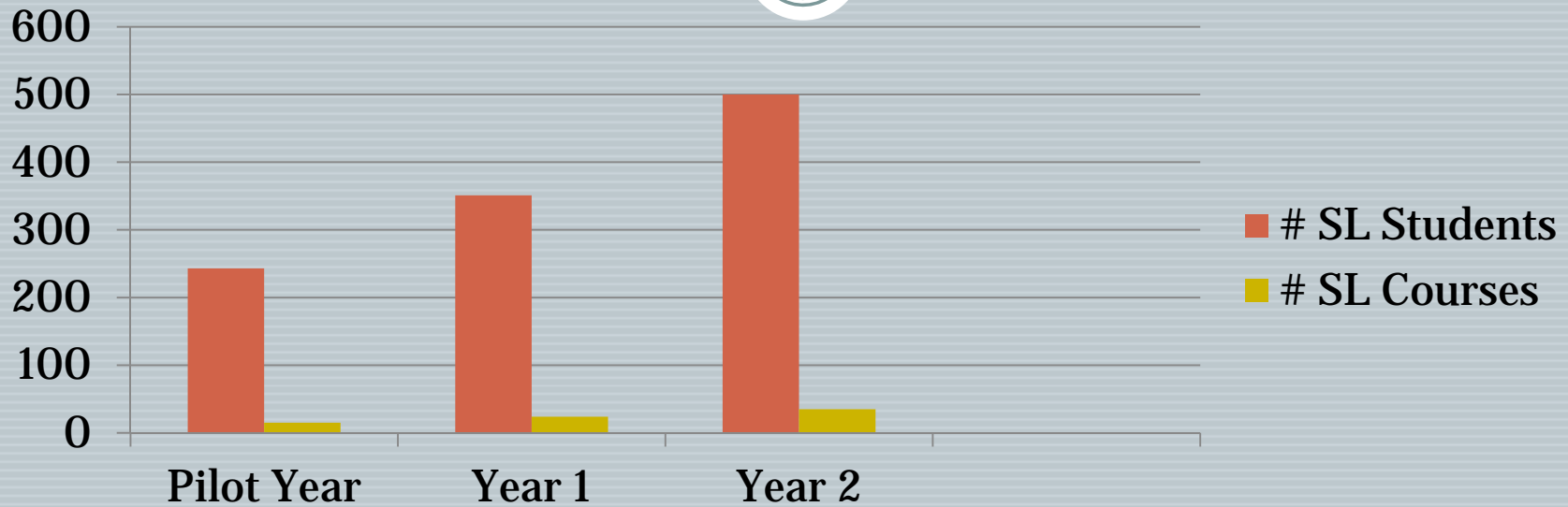


3-Year Grant Program Goals

- **Increase capacity within nonprofits in three primary areas of need impacted by the economic downturn:**
 - **Health Care and Wellness**
 - **Housing and Economic Development**
 - **Youth and Education**
- **Create sustainable, reciprocally beneficial service-learning partnerships within nonprofit organizations in the South East quadrant of Rochester, NY or NP serving the SE.**
- **Create opportunities for SJFC students to engage in two types of service-learning:**
 1. **Client Support**
 2. **Capacity-Building Projects**
- **Cultivate students' academic, professional, personal, and civic development.**

Growth of CBSL at SJFC

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In 2010-2011, 500 Fisher students met community needs in 35 course sections with 25 faculty and 25 community partners

Sample Service-Learning Courses

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Arts and Science

American Social Justice Student teams worked with **Saint's Place** to assist with resettlement.

Environmental Studies In partnership with **Cobblestone School**, students developed a Sustainability Fair.

Analytical Chemistry II Lab Students conducted water analysis in partnership with **Monroe County Department of Environment**.

Digital Literacies Students provide training to **St. John's** Home elders on Facebook

Education

CI & A Primary Literacy Students designed and created new learning centers for a partner **City schools**

Collaboration for Inclusion Students researched topics of need for parents of children with exceptional needs through a partnership with the **Advocacy Center**

Diversity in American Society Students provided workshops and research for **Catholic Family Services**.

Management, Nursing, and Pharmacy

Promotions Management Students created promotional campaigns for **Southeast small businesses**

Management Capstone Students created a campaign to market the selling of **Coffee Connection's** fair-trade coffee.

Multicultural Community Health In partnership with **St. Joseph's Neighborhood Center**, students assessed the benefits of a unique health care model.

Pharmacy of Cancer Students will conduct educational workshops for agencies like **Gilda's Club**.

Marketing Proposals for South Avenue Small Businesses

MGMT 325: Promotions
Management



Student Impact (Student Impact Assessment)

1. **Added Meaning:** I gained knowledge, skills, or awareness that has added value and meaning to this course. **(96%)**
2. **Applied Learning:** SL helped me understand how course concepts can be applied to everyday life. **(95%)**
3. **Cooperation and Communication:** SL strengthened my collaborative skills as a team member and taught me how to work well with supervisors and clients/customers. **(94%)**
4. **Civic Awareness:** SL helped me to become more aware of the needs in the community. **(90%)**
5. **Social Awareness:** Working in community settings developed cross-cultural awareness and understanding of others who are different than me. **(88%)**

Refer to Astin, et al., 2000; Eyler, J. et al., 1997; Peters, T. et al., 2006 for further data on the student impact of SL.

Student Impact Continued

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- “The service **helped me better understand class sessions and readings**. Actually working with a family helped me to understand course material first-hand.”
- You definitely have to think on your feet and **be able to communicate well**. It’s a good learning experience.
- “This experience made me **realize I chose the right career path** because of my passion for the class.”

- This experience made me **feel important and needed**, like I made a difference
- This experience opened my eyes on the many ways that **one person could help a community**.
- "I learned that just because someone grew up in a different environment than you, and may have a different ethnicity, **doesn't mean that you can't share similarities**. I was blind to the fact that we may have things in common” (student).

1. I’m interested in doing SL as part of future courses. **(78%)**
2. I plan on doing further community service after semester ends. **(81%)**

Handbook and Grant
Writing for
Cobblestone School

ENG 355: Advanced
Professional Writing



Community Partner Impact (Community Impact Assessment)

1. **Mission:** Students' SL work contributed to fulfilling our organization's mission. **(92%)**
2. **College Partnership:** SL has allowed us to effectively partner with SJFC and faculty. **(92%)**

1. **Student Attitude:** SL students had a positive attitude and were open to learning. **(96%)**
2. **Student Reliability:** SL students were reliable and followed through in performing their assigned work. **(83%)**

Of the total types of projects:

1. **Capacity-building products: 100%**
 1. **Information:** SL students provided information of value to our clients. **(80%)**
 2. **Research:** SL students provided research data on a topic of value. **(69%)**
2. **Client support: 85%**
 1. **Relationship-Building:** Students built positive relationships with clients through SL. **(75%)**
 2. **Skill Development:** Students' SL outcomes enhanced client skill development. **(50%)**

Refer to Astin, 2006; Kelshaw, et. al, 2009; & Strait, et. al, 2009 for further data on the community impact of SL.

Community Partner Feedback

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Advocacy Center

Our participation in service learning **helps us accomplish our mission** by providing opportunities to spread the disability awareness message and share our vision of creating a world that works for everyone. We truly **enjoy working together with the students.**

(Allyn Stellges, Director of Program Development and

Cobblestone School

Service-Learning **increased our appreciation of SJFC's focus on academic excellence** and the breadth of St. John Fisher College's programs of study. **We received very useful deliverables** related to Cobblestone marketing and community relations and future grant writing.

(Lisa Kindig, Director)

NeighborWorks Rochester

Student projects have **increased the capacity of our staff** in ways that we don't have the time or expertise to implement here. Our program has benefited from students' ability to assess the data we collect. **The students (and instructors) we have worked with have been very capable.**

(Katrina Rex, Healthy Blocks Program Manager)

Saint's Place

The students really captured the spirit of our ministry and did an impressive job. Our ministry is always hectic...yet the students knew and understood what we wanted to convey to people. We have a finished product that are proud to use to "sell" our good works!

(Michelle Quinn, Program Director)

Survey Design and Analysis for NeighborWorks

PSYCH 204: Advanced
Statistics



Faculty Impact (Faculty Impact Assessment)

- 1. Added Meaning:** Students gained knowledge, skills, or awareness that has added value and meaning to this course. **(100%)**
- 2. Course Goals:** Service-learning helped accomplish the course goals. **(100%)**
- 3. Applied Learning:** Service-learning helped students understand how course concepts can be applied to everyday life. **(100%)**
- 4. Community Partnerships:** Service-learning resulted in enhanced community collaborations and relationships. **(100%)**

“I found this to be a very worthwhile project with **great pedagogical as well as personal benefits for the students.**”

“The students gain real world experience including the things that go well as well as the struggles that applied researchers face. **They come out much more prepared to apply what they've learned at Fisher to their future.**”

Example Course: Environmental Issues



Student Learning

- **Course:** BIO 101: Environmental Issues
- **Instructors:** Dr. Michael Boller
- **Course Goals:** This course provides a forum for discussion of the relationship of current environmental problems to biological systems. Potential solutions to these problems are explored from scientific, economic, political, social, and moral viewpoints

Meaningful Service

- **Community Partner:** Cobblestone School
- **Service Project:** Students partnered with 1st to 6th grade students to develop and host a Sustainability Fair on topics like organic waste composting, water conservation, and population growth.



Example Course: Multicultural Community Health



Student Learning

- **Course:** ITDY 119: Multicultural Community Health
- **Instructors:** Nancy Bowllan, Rae Frachel, Pamela Mapstone, and Virginia Maier
- **Course Goals:** Students will be introduced to the concept of health and how it differs across cultures, examine and employ techniques for measuring health, identify the social and biological causes of health disparities, define health promotion and examine the ethical and political issues that impact effective health promotion, and employ various strategies to engage in health promotion activities in a multicultural environment.

Meaningful Service

- **Community Partner:** St. Joseph's Neighborhood Center
- **Service Project:** The Center, located in Southeast Rochester, provides comprehensive medical, dental, counseling, adult education, and social work services to individuals and families who lack access to health care. Students administered a survey of client needs and analyzed results.



**Community-Based Service-Learning
Website and Showcase Site:**

<http://www.sjfc.edu/academics/servicelearning/>

For More Information:

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