

Florida Gulf Coast University  
Service Learning Survey  
(Survey Pilot)

Spring / Summer  
2006

### Survey Response Rate

470	Number of users invited to complete the satisfaction survey
108	Number of users responding
22.98	Response Rate

Responses by College or Area		
	Count	Percent
1	49	45%
2	15	14%
3	11	10%
4	19	18%
5	2	2%
6	12	11%

Responses by employment status		
	Count	Percent
Full-time Faculty	85	79%
Adjunct Faculty	20	19%
FGCU Staff teaching part-time	2	2%
Total Responses:	107	100%

### The average number of SUBJECTS and SECTIONS taught by respondents during one Academic Year.

The information from this item was unreliable.

(Recommend that the instructions for this item be reworded to gather useful data)

Number of years teaching at FGCU		
	Count	Percent
less than 1	8	7%
1 to 4	35	33%
5 to 9	64	60%
Total Responses:	107	100%

Number of years teaching at post-secondary level prior to FGCU.		
	Count	Percent
less than 1	18	17%
1 to 4	14	13%
5 to 9	24	23%
10 or more	50	47%
Total Responses:	106	100%

## Service Learning

Do you teach service-learning courses at FGCU?		
	Count	Percent
Yes	28	26%
No	80	74%
Total Responses:	108	100%

Faculty who responded that they do not teach Service Learning courses at FGCU were directed to items, which describe their courses, that were added to the end of the survey

Faculty who responded that they do teach Service Learning courses at FGCU were asked to describe their Service Learning courses.

### **The way Service Learning is integrated into courses:**

Having the student participate with local industry in the related subject area.

I require that the students provide services to the community

providing a number fo required hours to do in specify service

finding activities that relate to the course outcomes that can be used to enhance the course.

Assigning 15-20 hours of volunteer work in a social agency for the student to shadow a professional at work while helping in assigned tasks. The student gets familiar with the agency and its functioning, and with the people. At the same time, the student is experiencing the effect of "giving back" to the community as he/she volunteers to do as he/she is told.

I have my students participate in field recoveries at crime scenes and come with me to medical examiner's offices to work on cases. I also have had my student's participate in national meetings (as volunteers).

Require students to perform a specific project that involves the subject area of the course.

We integrate service learning as civic engagement projects in IDS 3300, Foundations of Civic Engagement. The task is to create an intellectual framework for service learning, which is accomplished in terms of linking critical thinking and conceptual understandings of civic engagement to student civic engagement projects.

I made contact with a special needs day camp for children with autism and have my special education majors work at the camp for 2 weeks in the summer...the students

create a unit of instruction prior to camp...teach lessons and keep a journal of activities while at the camp and return to campus to present their interactions and reactions to working with children with special needs/

Include community-based, projects as a learning activity to support course content

As a requirement for the course, which includes a journal and a final reflection paper.

I integrate it with a number of activities that involve working with community partners. I also focus on reflective practices.

Students work in groups to create a meaningful service learning project connected to course content, readings and discussion topics. Students complete project by the end of the semester.

Recreation therapy students do 20 hours of service learning as part of each course. They work with a certified recreation therapist in the community to better understand the culture of the profession and assist in the program.

Gerontology students take part in intergenerational activities as part of their coursework. This integrates FGCU students into local schools with the foster grandparent program.

Both recreation therapy and gerontology students do service learning at the Center for Positive Aging to learn communication skills.

Develop partnerships with community organizations who co-supervise projects with myself.

WHEN I teach EDU 6215, a course requirements is to do a SL project with their students.

Course activities

The course is Styles and Ways of Learning. Students must work at least 10 hours in a role which incorporates learning, such as being a tutor or day care worker.

Direct, hands-on, active experiences at functions, schools, & public facilities

through student-designed projects for civic groups.

Integrating service learning with actual "live" project relevant to the course/discipline with a community agency (in healthcare). The agency usually has a liaison - someone who is directly responsible for the project at the facility and with me and with my students under my guidance/leadership as appropriate/relevant to the project. The students work on the project after gaining approval from me on a proposal that they submit. The proposal must meet academic guidelines and project needs in congruence with course project assignment and grading policies, and the course syllabus. When the

project is completed a tangible project and presentation is the result. The presentation must meet course guidelines and is delivered at the end of the semester for a grade as is the project. Presentations are delivered in a forum much like ORSP Research day - but in the classroom (it is a sharing that occurs among the students in much the same way that is done at professional meetings). Students rank the presentations based on specific grid.

They are also required to follow up with thank you notes to the Agency, etc. much as is expected in the professional world.

Identify and assign appropriate community-related projects and integrate them into all aspects of course design and implementation.

Identify agency(ies) for students to work with that do work in the field we are studying. Have student refer to this experience in paper(s). Discuss experiences in class.

to provide the opportunity for students to continue to work with community clients above and beyond the expectations of the course.

As an adjunct at a community mental health agency, the students were invited by the agency to volunteer which lead to class discussions. The students enjoyed discussing their plans and experiences at the agencies. Next year, I hope to have student interview people in community service agencies such as ACT which will provide more of a forum to integrate service learning into this course.

In TSL 4520, students do field experience, and work with a LEP student one-on-one for 15 hours.

### **The reason faculty integrate Service Learning into their courses:**

Gives them hands-on real-world experience in the field.

I believe very strongly in experiential learning and sharing expertise as well as providing services to the communities.

advantage of being in a site with the targeted population described in this course

because it is required ;-)

There is need for the students to realize that there is learning and satisfaction as they give back to the community. Specially in this field, it opens their eyes to the needs of others, and they also learn to appreciate their education and what they have.

The reason I have my students participate in service learning is to have them experience the real-world applications of the materials they learn in lecture and lab. Additionally, it provides them the opportunity to meet professionals (other than FGCU faculty) who offer advice...

It helps students understand that service is more than volunteering it is an essential aspect of their chosen career.

We developed IDS 3300 in order to formulate a link between academic study and preparing students to be citizens in a democratic society.

To give students real life applications to teaching and interacting with special needs children outside of the formal classroom setting

Optimize the students' learning of course content while participating in a real community-based service experience and collaborating with faculty, peers, and community stakeholders

It increases student learning of the course material.

I use it primarily as a pedagogical tool. I also feel that SL serves to build bridges between the community and academia.

Students are able to connect with their community and see the need to contribute. Course readings, discussions and projects become more meaningful to students when they can connect it to a real life experience.

To help online students have an experiential component to their learning experience.  
To improve understanding of "real world" culture.  
To enhance "people skills".

Increased student learning  
Increased benefit to community organization  
Increases my exposure to community-based research opportunities

Civic engagement

So that students can reflect on their own learning styles and others' learning styles.

It is required.

It is important for FGCU students to build relationships with the community.

because they are required for the IDS courses I have taught.

It is the most beneficial mechanism for students to gain a real world experience that applies to course content. They are able to analyze real problems and issues and come up with resolutions that they recommend. It is the ultimate form of active learning which gains students interest, allows them to bridge theory and practice and retain that which is learned through application.

Use the community as a laboratory in designing courses/projects that benefit both the students and community.

Better learning experience for students; build community partnerships

Service learning offers the student opportunities to pursue own interests and to develop more in-depth knowledge and skills

Nursing students often come with a service-orientation and this learning can provide opportunities to develop their skills and give to their community. As an instructor, it allows me to help them integrate their academic life with real world experiences. The students seem to be proud to be ambassadors of the university.

Practical experience is essential for students to understand course materials. They also develop important skills and disposition during the service learning hours.

**They way students work on their Service Learning projects is:**

<b>In doing the service-learning projects, my students work mostly:</b>		
	Count	Percent
individually	13	48%
in small groups	12	44%
as a class	2	7%
Total Responses:	27	100%

**Students prepare Service Learning projects by:**

<b>My students:</b>		
	Count	Percent
plan activities within an assigned project	16	62%
select and design their own projects	10	38%
Total Responses:	26	100%

<b>My students reflect on their experiences by:</b>		
	Count	Percent
personal journals	17	63%
essays	15	56%
class discussions	21	78%
Other please list:	7	26%
Total Responses:	27	100%

**Other**

presedntations  
 end of semester presentations  
 online discussions  
 posters  
 Making a poster presentation about the project  
 They write abstracts for professional meetings to present their findings from casework.  
 Papers, reports, or class presentations

**Community Involvement – List of agencies and organizations that faculty work with on a regular basis for service-learning projects:**

Local affiliated resorts and golf course enterprises

Edison Festival of Light  
LEEDCO  
ACT

Step by Step  
Impact

Our Mother's Home  
Ruth Cooper  
Quality Life Center  
AFCAAN  
Collier County Mental Health Association

Medical Examiner Districts 20, 21, 17, 3, 4, and 5, as well as the American Academy of Forensic Sciences.

It varies depending on the course and the location.

Quality Life Center  
Big Brothers Big Sisters  
Friends of Six Mile Slough  
St. Mathews House  
Guadalupe Center  
Lee Conty Humane Society  
Crew Land Trust  
Babcock Preservation  
Matanzas Pass Preserve  
Girls Making it on Purpose  
ACT  
and dozens of other groups.

John Maxwell Biasco Foundation for Children with Autism.  
Lee County parks and recreation - special needs summer camps.

Multiple agencies and organizations, including county health departments, agencies serving older adults and children, hospice providers, and mental health agencies.

Various agencies in Immokalee, local schools, local charities, local hospitals, etc.

Most Connections courses work under the guidance of Ricky Pires and the WOH program. Non-Wings Connection Courses and Styles and Ways have worked with local schools as well as made connections with dozens of organizations on Service Learning page of the FGCU website.

Local nursing homes  
Lee Co. & Charlotte Co Schools  
Dr. Piper Center  
Sr. Friendship Center  
Local hospitals  
Center for Positive Aging

I don't work with any on a regular basis

local elementary schools, middle schools and high schools

FGCU  
Charlotte County Airport  
Calusa elementary school

Collier County Department of Health  
Roberts Center, Immokalee  
Others - too many to mention.

FGCU Library  
FGCU Health Center  
Quality Life Center  
Edison Festival of Light  
Edison-Ford Homes

DJJ  
AMI

Interfaith Caregivers of South Lee

Ruth Cooper Center

Public schools in Lee, Collier and Hendry counties

## **Faculty Vision for Service Learning at FGCU**

To provide local industry with help so as to see the benefit of having student workers from FGCU.

Empowering the community by providing expertise, human capital and diversity of orientations, beliefs/ideologies, and skills.

a way to help students access meaningful opportunities in an area of interest and at the same time establish working network between FGCU and community

That all students do volunteer work and get involved in civic engagement in the community as part of their academic and human development. By volunteering, the students have an opportunity to apply much of their knowledge learned in the classroom, and learn more from the field, people that may not have a degree but nevertheless have a wealth of experience.

Bring the classroom into the courtroom through teaching my students how to collect and analyze evidence from crime scenes. As such, they participate in cases and work with law enforcement agencies thereby helping my students hone their skills and to have a better idea of what their chosen profession will encompass on a daily basis.

To encourage service learning rather than mandate it. Service is far more appealing when it is done by choice than by fiat, and students are even more likely to be engaged by the project and want to do it again. Making a project appealing to their chosen career rather than some generic catch-all is far more successful.

Service learning should be broadly incorporated into the academic curriculum; it is not sufficient to have SL as hours based requirement. Majors must incorporate SL and civic engagement so that students come to see their disciplines and professions as public crafts which should be practiced democratically with other citizens in the community. We should resist conceptions of civic engagement as volunteerism, which people do after they are done with work.

Integrated within course work.

Course-based learning, service, and research opportunity for faculty and students that fosters ongoing partnerships with community agencies.

We need to have clear requirements for this course based transition to service learning.

2 courses at lower level

2 courses at upper level

Anything less is meaningless. It should be integrated into specific courses--and there must be support for these courses and for this integration.

I think that current practices at FGCU have an emphasis over service, neglecting the learning part (due to lack of integration into the curriculum).

I would like to think that FGCU has a real commitment to Service Learning, but I do not see this happening. Few faculty really know about the benefits of service learning, how to incorporate it into their curriculum, best practices, etc. We need to work on designing a culture that values these teaching practices by designing revisions of promotion guidelines and any other incentives and support. This happens with an administration that makes SL a priority (= priority in budgetary considerations, etc.).

So, in general, I am not hopeful of SL becoming anything but yet another thing we say we do.

Develop into course-based service learning.

Reduce ageism in SW FL through intergenerational experiences in the community.

To integrate teaching, service, and scholarship through service-learning activities as the link.

When I first started working at FGCU, service learning was emphasized as experiential learning, not volunteer work. The focus seems to have changed to volunteer work in the community. Both missions are good.

I would like to see consistency between faculty service and student service learning. For example, students can get credit for volunteering in community activities, such as soup kitchens but faculty members cannot. We're told our service must be related to our profession. This is somewhat confusing, so a clearly stated, consistent mission for faculty and students is desirable.

For our students to build lasting relationships with our local community and businesses, which reflects well on FGCU and produces contacts for our students and alumni.

Similar to that which is described in the way service learning is integrated in terms of relevance to courses. But, Most importantly civic engagement should be incorporated in courses like history - some of the general education courses that lend themselves well to having students civically engaged. For example, what is citizenship and how one demonstrates good citizenry - why is voting important and how can a citizen become civically engaged in the community versus in his/her own profession - through professional organizations, community groups, etc. We need to have service learning and civic engagement tied together because although similar there are some differences between the two.

Partnerships with community agencies that benefit students (by inspiring them to engage more) and partners (by connecting them with potential employees and/or volunteers).

for students to be able to extend their learning into the community and for their learning activities to be value adding for the community as well as unique opportunities for them

I can only speak from a nursing prospective where I see service as part of the professional code but the service learning provides opportunities for leadership developemet in students and a connection for students with their community. It allows the community to know a representative of the university and reflects the universities investment in the community environment.

That civic engagement is not equated merely with service learning. Service learning is one tool amongst others that can result in a richer understanding of civic life.

Also, that service learning does not earn the reputation of being merely a service to the community.

### Assistance requested from the Center for Civic Engagement

	Day and time that I would most likely attend workshops or discussion groups								
	before 9 am	10 to 11	11 to 12	12 to 1	1 to 2	2 to 3	3 to 4	4 to 5	after 5
Monday	5% 1	15% 3	15% 3	15% 3	15% 3	5% 1	15% 3	10% 2	5% 1
Tuesday	8% 2	12% 3	16% 4	24% 6	16% 4	8% 2	4% 1	8% 2	4% 1
Wednesday	10% 3	20% 6	10% 3	20% 6	17% 5	10% 3	7% 2	3% 1	3% 1
Thursday	11% 2	26% 5	16% 3	16% 3	16% 3	16% 3	% 0	% 0	% 0
Friday	12% 3	12% 3	12% 3	12% 3	23% 6	15% 4	8% 2	4% 1	4% 1
Saturday	% 0	% 0	% 0	% 0	% 0	% 0	% 0	% 0	% 0

Best time

Best day

## Types of assistance requested

I am interested in		
	Count	Percent
developing strategies to help me enhance the service learning components I use	10	43%
developing working relationships with other faculty who use service-learning	8	35%
evaluating the effectiveness of service-learning	11	48%
partnering in grants supporting service-learning and civic engagement	12	52%
partnering in scholarship opportunities built around service-learning and civic engagement	18	78%
attending faculty workshops that cover service-learning and civic engagement	12	52%
engaging in small group discussions with other faculty who use service-learning.	8	35%
reading a web-based newsletter that informs me of new ideas, grant opportunities, conferences, etc.	13	57%
accessing the EaglesConnect website for information to share with students and faculty	10	43%
Total Responses:	23	100%

**Other comments:**

**Response Count: 8**

I have not taught SL recently because I have a reduced teaching load, I believe I will be teaching SL again in the next couple of years.

I already include service learning in all my courses. It is required in some, optional in others.

Schedule depends upon the term.

basically I can attend meetings mornings when I am not teaching

I'd love for FGCU to have a "Service Learning Day", just for exposing what the students do. Perhaps organized with students forming part of the organizing committee.

**Name**

**Response Count: 20**

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