

**From:** [Mindy Wright](#)  
**To:** [Vankeerbergen, Bernadette](#)  
**Cc:** [Wayne Carlson](#)  
**Subject:** SL Learning Outcomes  
**Date:** Wednesday, May 12, 2010 9:47:39 AM  
**Attachments:** [Service-Learning Outcomes.docx](#)  
[ATT00001.htm](#)

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Hi Bernadette,

I've attached a list of learning outcomes related to service-learning that follow the pattern set up by the other learning outcomes you sent to me. I think we are close, but i'd like to have one more talk with Alexis Collier, which I hope to do on Thursday. (She is out of the office today.)

These outcomes grow out of both local and national work.

1. Work done during 2008-2009 by an ad hoc committee convened by the Service-Learning Initiative. The committee included faculty and staff who teach and study service-learning as well as colleagues with curricular assessment expertise (Kate Hallihan and Alexis Collier).

2. Current scholarship on service-learning and civic engagement, ex:

- Policies and statements by the Association of American Colleges and Universities and Campus Compact, ("national coalition of more than 1,100 college and university presidents . . . dedicated to promoting community service, civic engagement, and service-learning in higher education" President Gee and Ohio State are members).
- Scholarship in the field such as *Civic Engagement in Higher Education*. ed. Barbara Jacoby, (2009)

I'll get back to you after I talk with Alexis on Thursday.

Mindy

**From:** [Mindy Wright](#)  
**To:** [Vankeerbergen, Bernadette](#)  
**Cc:** [Bethany Christoff](#)  
**Subject:** We're Okay to Go  
**Date:** Friday, May 14, 2010 8:11:18 AM

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Bernadette,

i got a chance to touch base with Alexis, and I think the learning outcomes sent earlier are good to set before the committee. The one thing I would emphasize is the third goal "Students recognize the role of public and community service/civic engagement in shaping their responsibilities as citizens who work for positive social change."

It is somewhat different from the goals for other categories, but it is significant for at least two reasons:

1. It speaks explicitly to the Ohio State motto " Education for citizenship."
2. Service-learning scholars and practitioners see the inclusion of "civic engagement" as central to what makes service-learning different from other kinds of experiential learning.

If the committee has questions, I'm happy to discuss.

Since the Service-Learning Initiative is officially moving to the Office of Academic Affairs/ ESUE, I'm acting as the point person for these kinds of curricular and policy issues-until we complete the search for a new director.

Mindy

Service-learning coursework helps students become educated, productive, and principled citizens of their nation.

1. Students are able to connect concepts learned in an academic course with community-based work and/or connect observations from the community-based work to the course concepts.
2. Students exhibit an understanding of the community in which they are working as part of a mutually beneficial partnership (for example, issues, strengths, problems, resources/assets, culture of both the community and the campus).
3. Students recognize the role of public and community service/civic engagement in shaping their responsibilities as citizens who work for positive social change.