



Self-Assessment Tool for Service-Learning Sustainability

distributed by Community-Campus Partnerships for Health to assist our higher education-based members in their service-learning efforts

This self-assessment tool was designed to assist you in assessing the stage of institutionalization of service-learning (SL) at multiple levels within your institution – your department or division, your school or college, and your university or organization as a whole. We encourage you to consult your colleagues, students and community partners as you complete the tool. The tool is comprehensive, but please don't feel overwhelmed – if you don't know an answer, simply mark that on the form. Your answers, and the discussions that it stimulates, will assist you in developing a plan for SL sustainability. Having a better handle on what you do and don't know about SL at your institution will be important to whatever efforts you undertake to sustain SL.

The tool examines five dimensions that are considered by many SL experts to be key factors for institutionalizing and sustaining SL in higher and health professions education. Each dimension is comprised of several components that characterize each dimension. For each component, a three-stage continuum of development has been established. In *stage one (critical mass building)*, the campus is beginning to recognize SL and building a constituency for the effort. In *stage two (quality building)*, the campus is focused on ensuring the development of "quality" SL activities, on beginning to document SL outcomes, and continuing to build the constituency for SL. In *stage three (sustained institutionalization)*, the campus has fully institutionalized SL into its culture, policies and processes.

This tool is based on work by Kevin Kecskes and Julie Muyliaert of the Western Region Campus Compact Consortium and Andrew Furco, Campus Compact Engaged Scholar at the University of California-Berkeley Service-Learning Research and Development Center. The conceptual framework, three-stage developmental continuum and most of the institutionalization dimensions were derived from a benchmark worksheet developed by Kecskes and Muyliaert for their Continuums of Service Program. Additional dimensions were drawn from the Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education developed by Andrew Furco, the Health Professions Schools in Service to the Nation evaluation led by Sherril Gelmon, and Barbara Holland's work on analyzing institutional commitment to service. Specifically, these references were used to develop the tool:

- Furco, A. (1999). *Self-Assessment Rubric for the Institutionalization of Service-Learning in Higher Education*.
- Gelmon SB, Holland BA, Shinnamon AF. (1998). *Health Professions Schools in Service to the Nation: Final Evaluation Report*. San Francisco, CA: Community-Campus Partnerships for Health.
- Holland, B. (1997). Analyzing Institutional Commitment to Service: A Model of Key Organizational Factors. *Michigan Journal of Community Service-Learning*. Volume 4.
- Kecskes K and Muyliaert J. (1997) *Continuums of Service: Building Ethics of Service in Campus Communities*. Western Region Campus Compact Consortium.
- Shinnamon A, Gelmon SB, Holland BA. (1999). *Methods and Strategies for Assessing Service-Learning in the Health Professions*. San Francisco, CA: Community-Campus Partnerships for Health.

A draft version of this tool was pilot-tested during Community-Campus Partnerships for Health's first annual advanced service-learning institute in January 2001, supported by a grant from the Corporation for National Service's Learn and Serve America: Higher Education program. We thank the institute mentors and participants for their thoughtful feedback and suggestions, which were used to improve the tool.

If you have any questions or comments on this tool. please email them to Sarena Seifer at sarena@u.washington.edu. Thank you.

DIMENSION ONE: DEFINITION AND APPLICATION OF SERVICE-LEARNING

DIRECTIONS: For each of the categories (rows), circle the stage that best represents the current status of the development of a definition and application of SL in your department or division, school or college, and university or organization as a whole. SL stands for “service-learning.” DK stands for “don’t know”.

	STAGE 1 Critical Mass Building	STAGE 2 Quality Building	STAGE 3 Sustained Institutionalization	CIRCLE THE STAGE THAT CHARACTERIZES YOUR....	WHAT ARE THE IMPLICATIONS OF YOUR ANSWERS (e.g., actions you need to take?)
Definition of SL	There is no definition for SL. The term “SL” is used inconsistently to describe a variety of experiential, clinical and service activities.	There is a definition for SL, but there is some variability and inconsistency in the use of the term.	A formal universally accepted definition for high quality SL has been adopted. This definition has been used consistently to operationalize many or most aspects of SL.	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	
Application of SL	Few, if any, SL activities include all of these SL components: Community partnership Explicit learning objectives Student orientation Service that responds to community needs Reflection Evaluation	A minority of SL activities offered include all of these SL components: Community partnership Explicit learning objectives Student orientation Service that responds to community needs Reflection Evaluation	A majority of SL activities offered include all of these SL components: Community partnership Explicit learning objectives Student orientation Service that responds to community needs Reflection Evaluation	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	
Strategic Planning for SL	There is no official strategic plan for advancing SL.	Although certain short-range and long-range goals for SL have been defined, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.	There is an official strategic plan for advancing SL, which includes viable short-range and long-range institutionalization goals.	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	
Alignment of SL with Mission	While SL complements many aspects of the institution’s mission, it remains on the periphery. SL is rarely included in larger efforts that focus on the core mission.	SL is often mentioned as a primary or important part of the institution’s mission, but SL is not included in the official mission or strategic plan.	SL is part of the primary concern of the institution. SL is included in the official mission and/or strategic plan.	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	

DIMENSION ONE: DEFINITION AND APPLICATION OF SERVICE-LEARNING...continued

	STAGE 1 Critical Mass Building	STAGE 2 Quality Building	STAGE 3 Sustained Institutionalization	CIRCLE THE STAGE THAT CHARACTERIZES YOUR....	WHAT ARE THE IMPLICATIONS OF YOUR ANSWERS (e.g., actions you need to take?)
Alignment of SL with Strategic Goals and Initiatives	SL stands alone and is not tied to other important, high profile efforts on campus (e.g., recruiting and retaining minority students, improving teaching effectiveness, establishing community partnerships, fostering interdisciplinary collaboration, etc.)	SL is tied loosely or informally to other important, high profile efforts on campus (e.g., recruiting and retaining minority students, improving teaching effectiveness, establishing community partnerships, fostering interdisciplinary collaboration, etc.)	SL is tied formally and purposefully to other important, high profile efforts on campus (e.g., recruiting and retaining minority students, improving teaching effectiveness, establishing community partnerships, fostering interdisciplinary collaboration, etc.)	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	

DIMENSION TWO: FACULTY SUPPORT FOR AND INVOLVEMENT IN SERVICE-LEARNING

DIRECTIONS: For each of the categories (rows), circle the stage that best represents the current status of faculty involvement in and support for SL in your department or division, school or college, and university or organization as a whole. SL stands for “service-learning.” DK stands for “don’t know”.

	STAGE ONE Critical Mass Building	STAGE TWO Quality Building	STAGE THREE Sustained Institutionalization	CIRCLE THE STAGE THAT CHARACTERIZES YOUR....	WHAT ARE THE IMPLICATIONS OF YOUR ANSWERS (e.g., actions you need to take?)
Faculty Awareness of SL	Very few faculty members know what SL is or understand how SL is different from community service, preceptorships, clinical training and other experiential learning activities.	An adequate number of faculty members know what SL is and understand how SL is different from community service, preceptorships, clinical training and other experiential learning activities.	A substantial number of faculty members know what SL is and can articulate how SL is different from community service, preceptorships, clinical training and other experiential learning activities.	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	
Faculty Involvement in and Support for SL	Very few faculty members are instructors, supporters or advocates of SL. Few support the integration of SL into the institution's mission or into their own professional work.	While an adequate number of faculty members is supportive of SL, few of them are advocates for integrating SL into the institution's mission and/or their own professional work. Only a few key faculty members actively participate as SL instructors.	A substantial number of influential faculty members participate as instructors, supporters, and advocates of SL and support the integration of SL both into the institution's mission and the faculty members' individual professional work.	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	
Faculty Leadership in SL	None of the most influential faculty members serve as leaders for advancing SL.	There are only one or two influential faculty members who provide leadership to the SL effort.	A highly respected, influential group of faculty members serves as the SL leaders and/or advocates.	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	
Faculty Development, Incentives and Rewards for SL	In general, faculty members are not encouraged to engage in SL; few if any incentives are provided to pursue SL (e.g., curriculum development mini-grants, support to attend conferences, faculty development). Faculty work in SL is not usually recognized during review, promotion and tenure.	Although faculty members are encouraged and are provided various incentives to pursue SL (e.g., curriculum development mini-grants, support to attend conferences, faculty development), their work in SL is not always recognized during review, promotion and tenure.	Faculty who are involved in SL receive recognition for it during the review, promotion and tenure process. Faculty are encouraged and are provided various incentives to pursue SL (e.g., curriculum development mini-grants, support to attend conferences, faculty development).	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	

DIMENSION THREE: STUDENT SUPPORT FOR AND INVOLVEMENT IN SERVICE-LEARNING

DIRECTIONS: For each of the categories (rows), circle the stage that best represents the current status of student support for and involvement in your department or division, school or college, and university or organization as a whole. SL stands for “service-learning.” DK stands for “don’t know”.

	STAGE ONE Critical Mass Building	STAGE TWO Quality Building	STAGE THREE Sustained Institutionalization	CIRCLE THE STAGE THAT CHARACTERIZES YOUR....	WHAT ARE THE IMPLICATIONS OF YOUR ANSWERS (e.g., actions you need to take?)
Student Awareness of SL	There are no mechanisms for informing students about SL courses, resources and opportunities that are available to them (e.g., SL listings in the schedule of classes, course catalogs, website).	While there are some mechanisms for informing students about SL courses, resources and opportunities that are available to them (e.g., SL listings in the schedule of classes, course catalogs, website), these mechanisms are sporadic and inconsistent.	There are coordinated mechanisms that make students aware of the various SL courses, resources and opportunities that are available to them (e.g., SL listings in the schedule of classes, course catalogs, website).	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	
Student Opportunities for SL	Few SL opportunities exist for students; few or no credit-bearing SL courses are available.	Credit-bearing SL courses are limited to only certain groups of students (e.g., students in certain majors, honors students, seniors, etc.)	Credit-bearing SL courses are available to students in many areas, regardless of the students’ major, year in school, or academic and social interests.	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	
Student Leadership in SL	Few, if any, opportunities exist for students to take on leadership roles in advancing SL.	There are a limited number of opportunities available for students to take on leadership roles in advancing SL.	Students are welcomed and encouraged to serve as advocates and ambassadors for institutionalizing SL.	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	
Student Incentives and Rewards	There are no formal mechanisms that encourage students to participate in SL or reward them for their participation in SL (e.g., SL notation on transcripts, graduation requirement, awards). There are no informal mechanisms either (e.g., stories in campus paper, certificate of achievement)	There are few or no formal mechanisms that encourage students to participate in SL or reward them for their participation in SL (e.g., SL notation on transcripts, graduation requirement, awards). However, there are some informal mechanisms (e.g., stories in campus paper, certificate of achievement)	There are one or more formal mechanisms in place that encourage students to participate in SL or reward them for their participation in SL (e.g., SL notation on transcripts, graduation requirement, annual awards).	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	

DIMENSION FOUR: COMMUNITY SUPPORT FOR AND INVOLVEMENT IN SERVICE-LEARNING

DIRECTIONS: For each of the categories (rows), circle the stage that best represents the current status of community partnerships and community participation in your department or division, school or college, and university or organization as a whole. SL stands for “service-learning.” DK stands for “don’t know”.

	STAGE ONE Critical Mass Building	STAGE TWO Quality Building	STAGE THREE Sustained Institutionalization	CIRCLE THE STAGE THAT CHARACTERIZES YOUR....	WHAT ARE THE IMPLICATIONS OF YOUR ANSWERS (e.g., actions you need to take?)
Community Partner Awareness	Very few community partners know what SL is or understand how SL is different from community service, preceptorships, clinical training and other experiential learning activities.	An adequate number of community partners know what SL is and understand how SL is different from community service, preceptorships, clinical training and other experiential learning activities.	A substantial number of community partners know what SL is and can articulate how SL is different from community service, preceptorships, clinical training and other experiential learning activities.	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	
Mutual Understanding	There is little or no understanding between the campus and community partners regarding each other’s needs, timelines, goals, resources and capacity for developing and implementing SL activities.	There is some understanding between the campus and community partners regarding each other’s needs, timelines, goals, resources, and capacity for developing and implementing SL activities.	There is substantial understanding between the campus and community partners regarding each other’s needs, timelines, goals, resources and capacity for developing and implementing SL activities.	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	
Community Partner Voice and Leadership	Few, if any, opportunities exist for community partners to take on leadership roles in SL (e.g., serve on advisory committees, facilitate reflection, give on-campus lectures); community partners are not invited or encouraged to express their needs, goals, resources and capacity.	There are a limited number of opportunities for community partners to take on leadership roles in SL (e.g., serve on advisory committees, facilitate reflection, give on-campus lectures); community partners are provided limited opportunities to express their needs, goals, resources and capacity.	There are many opportunities for community partners to take on leadership roles in SL (e.g., serve on advisory committees, facilitate reflection, give on-campus lectures); community partners are formally encouraged to express their needs, goals, resources and capacity.	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	
Nature and Extent of Community Partnership	Relationships with community partners change frequently with changes in the academic calendar and generally lapse during school vacation times. Few, if any, community partners consistently participate in SL from year to year.	Relationships with community partners change frequently with changes in the academic calendar and generally lapse during school vacation times. A modest # of community partners consistently participate in SL from year to year.	Relationships with community partners are ongoing throughout the calendar year, with a significant percentage of community partners consistently participate in SL from year to year.	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	

DIMENSION FOUR: COMMUNITY SUPPORT FOR AND INVOLVEMENT IN SERVICE-LEARNING...continued

	STAGE ONE Critical Mass Building	STAGE TWO Quality Building	STAGE THREE Sustained Institutionalization	CIRCLE THE STAGE THAT CHARACTERIZES YOUR....	WHAT ARE THE IMPLICATIONS OF YOUR ANSWERS (e.g., actions you need to take?)
Community Partner Development, Incentives and Rewards	Few, if any, incentives are provided for community partners to engage in SL (e.g., adjunct faculty status, payment for teaching, continuing education credits). Few, if any, mechanisms are in place to recognize community partner contributions to SL (e.g., recognition event, certificates of appreciation, awards).	Although community partners are provided various incentives to pursue SL activities (e.g., adjunct faculty status, payment for teaching, continuing education credits), these are not consistently offered. There are a few mechanisms in place to recognize community partner contributions to SL (e.g., recognition event, certificates of appreciation, awards).	Community partners are consistently provided various incentives to pursue SL activities (e.g., adjunct faculty status, payment for teaching, continuing education credits). Many mechanisms are in place to recognize community partner contributions to SL (e.g., recognition event, certificates of appreciation, awards).	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	

DIMENSION FIVE: INSTITUTIONAL LEADERSHIP AND SUPPORT FOR SERVICE-LEARNING

DIRECTIONS: For each of the categories (rows), circle the stage that best represents the current status of institutional support for SL in your department or division, school or college, and university or organization as a whole. SL stands for “service-learning.” DK stands for “don’t know”.

	STAGE ONE Critical Mass Building	STAGE TWO Quality Building	STAGE THREE Sustained Institutionalization	CIRCLE THE STAGE THAT CHARACTERIZES YOUR....	WHAT ARE THE IMPLICATIONS OF YOUR ANSWERS (e.g., actions you need to take?)
Coordinating Structures for SL	There is no coordinating structure on campus that is devoted to assisting in the implementation, advancement or institutionalization of SL (e.g., a committee, center or clearinghouse)	There is a coordinating structure on campus that is devoted to assisting in the implementation, advancement or institutionalization of SL (e.g., committee, center or clearinghouse) but it either does not coordinate SL activities exclusively or provides services to only a certain constituency (e.g., students, faculty) or limited part of the campus (e.g., only to undergraduates)	There is a coordinating entity that is devoted primarily to assisting various campus and community constituencies in the implementation, advancement and institutionalization of SL.	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	
Policy Support for SL	No policy-making boards or committees have recognized SL as an essential educational strategy or goal.	One or more policy-making boards or committees recognize SL as an essential educational strategy or goal, but no formal policies have been developed (e.g., requiring SL for graduation, creating a SL center)	One of more policy-making boards or committees recognize SL as an essential educational strategy goal and have developed or implemented formal policies (e.g., requiring SL for graduation, creating a SL center)	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	
Staff Support for SL	There are no staff or faculty members whose primary paid responsibility is to advance and institutionalize SL.	There are an appropriate number of staff members who understand SL fully and/or who have the authority and resources to influence the advancement and institutionalization of SL. However, these positions are temporary or paid by external grants.	There are an appropriate number of permanent paid staff members who understand SL and who have the authority and resources to influence the advancement of SL.	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole 1 2 3 DK	
Funding for SL	SL activities are supported primarily by soft money (short-term grants) from external sources.	SL activities are supported by both soft money (short-term grants) from external sources as well as hard money from the institution.	SL activities are supported primarily by hard money from the institution and/or state line-item budget.	Department or division 1 2 3 DK School or college 1 2 3 DK University as a whole	

				1	2	3	DK	
Administrator Support for SL	Administrative leaders have little or no understanding of SL, often confusing it with a range of experiential, clinical and service activities.	Administrative leaders have a clear understanding of SL, but they do little to make SL a visible and important part of the campus' work.	Administrative leaders understand and support SL, and actively work to make SL a visible and important part of the campus' work.	Department or division 1	2	3	DK	
				School or college 1	2	3	DK	
				University as a whole 1	2	3	DK	
SL Evaluation	There is no effort underway to account for the number, quality and impact of SL activities taking place (e.g., # of students involved in SL, # of hours of service provided)	There are some efforts underway to account for the number, quality and impact of SL activities taking place (e.g., # of students involved in SL, # of hours of service provided), but these are not ongoing, systematic or coordinated.	An ongoing, systematic and coordinated effort is in place to account for the number, quality and impact of SL activities that are taking place (e.g., # of students involved in SL, # of hours of service provided).	Department or division 1	2	3	DK	
				School or college 1	2	3	DK	
				University as a whole 1	2	3	DK	