De La Salle University

Lasallian Mission

A Faculty Evaluation of Service-Learning Experience:

Lessons and Ways Forward

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May 19, 2017

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Abstract

In 2012, the De La Salle University (DLSU) Strategic Direction mandates all eight colleges to integrate service-learning (originally called community service or outreach) in all its academic programs. The Center for Social Concern and Action or COSCA, being the social development arm of DLSU, is tasked to assist faculty and students implement their service-learning activities.

The primary goal of this study is to evaluate and analyze the experiences of faculty members in implementing service-learning. It also intends to identify the lessons learned and areas that need improvement to serve as inputs in improving program implementation of COSCA. This study aims to answer two questions: How would the DLSU faculty evaluate their service-learning implementation experience? What are the lessons learned and recommendations in service-learning implementation? To answer these questions, the 17 faculty members who sought the assistance of COSCA in facilitating their service-learning in their own class accomplished the online google evaluation entitled "Faculty Evaluation of Service-Learning Experience". The evaluation covered three consecutive terms of Academic Year 2015-2016. Using a Likert Scale, the faculty expressed how much they agree or disagree with a particular statement or indicator.

Analysis of the data revealed that all the faculty members strongly agree that based on their experience, service-learning has contributed in student's learning; student's safety were ensured during field activities; service-learning projects done with the community partner were effective; projects were efficiently managed and implemented by all stakeholders; service activities are

aligned with the Lasallian values of Faith, Service and Communion in Mission; and that projects

done by the students can be sustained by the partner organizations on their own. However, the

faculty saw the need to on improve program management, interdisciplinary engagement, faculty

involvement, and the alignment of course objectives with service-learning.

Keywords: service-learning, faculty evaluation, service-learning experience

Chapter 1

**A Faculty Evaluation of Service-Learning Experience:
Lessons and Ways Forward**

The roles of faculty members in academic institution include teaching, research and

service. As part of their teaching roles, faculty members are also responsible for curriculum

development and pedagogies. Service-learning is a teaching pedagogy and faculty may opt to

use it in class. In DLSU, service-learning is part of academic curriculum and it is graded.

Students spend meaningful time with the marginalized sector, implement projects based on

community needs, and critically reflect on their experience so that they will have better

understanding of the course content and its link to service activity. Faculty members who use

service-learning face the challenge of ensuring that course-based knowledge and skills are

enough to implement community-based projects, project done with the community are effective,

students are safe while in the community, and that they exemplify the Lasallian values.

Assisting the faculty members is COSCA, the social development arm office of DLSU. COSCA

co-implements service-learning through partnership building with community organizations.

Significance of the Study

Service-Learning has been part of the Lasallian education and is being used as a teaching

pedagogy of several faculty members in DLSU. Pursuant to the university strategic direction, all

academic programs are required to have at least one good practice of service-learning. In DLSU,

there are very few researches done related to service-learning. This study will therefore

contribute in the body of research on service-learning. Result of this study will also serve as

basis in improving COSCA's service-learning program implementation to better assist the

faculty members, students, and partner communities. This study also hopes to promote service-learning institutionalization in the university.

Scope and Limitations

This study focused on the experiences of 17 faculty members who taught courses with service-learning component during AY 2015-2016. The faculty members who participated in this study have also availed of the services of COSCA to assist their respective class during service activities in the community. This study therefore only examined a limited population of faculty members and thus not generalizable to the entire teaching population. Being the service-learning coordinator of COSCA, I have my own biases supportive of the program. However, during this study I could ensure impartiality of the entire research process.

Review of Related Literature

Historical and Theoretical underpinnings of Service-Learning

Historically and in recent years, service-learning has become part of college and university education to engage students in active community service and make value added contribution in addressing societal problems. Higher education institutions realized that the four-year education from various courses and degree programs offered that has developed students' skills and knowledge on their respective field was not enough. Education institutions hope that their graduates share their research and knowledge and commit to create positive impact in the

lives of their families and communities. Thus, through providing opportunities for student civic

engagement and through various service program activities contribute in developing students

who are educated and service-driven citizens coming from an engaged university.

Service-learning has taken its historical roots in American higher education. Kenny and

Gallagher (2002) explain that

The term service-learning was first coined in 1967, in reference to the internship program

through which students gained academic credit and/or federally funded financial

remuneration for work in community projects (Sigmon, 1997 as cited in Kenny, et al

2002). As a pedagogical practice, in higher education, service-learning was limited to a

small group of participants until mid 1980s, service-learning was gaining prominence and

was clearly distinguished from community service by attention to the integration of

service with academic study (Hollander, Saltmarsh, & Zlotowski, 2001 as cited in Kenny

et al 2002). The 1990s have witnessed tremendous growth in service-learning, such that

it is now regarded as a "vital force in educational change" (Lui, 1999, p. xi as cited in

Kenny, et al 2002, p. 15).

The philosophy and practice of the land grant universities and extension education

programs exemplify another longstanding commitment by higher education to practical

education and community outreach. The land grant system was created through Morril Act of

1862, with focus on excellent in scholarship and the application of scholarship to the practical

needs of the community (Bonnen, 1998; Lerner et al., 1996 as cited in Kenny & Gallagher, p.

16). The Hatch Act of 1887 created agricultural experiment stations and the Smith-Lever Act of

1914 provided for extension services of beyond the boundaries of the college campus. This

series of legislative acts affirmed the central importance of service and community outreach,

along with teaching and research, to the mission of American higher education.

Commitment to service has also been present historically among large number of

religious and church-related institutions that have formed an important part of the higher

education landscape in the United States. Jesuit higher education, for example, has been

committed to educating students to participate in a just society, to reflect on experience,

and to become empowered through knowledge acquisition (Fleming, 1999 as cited in

Kenny et al., 2002). Founded with a commitment to meet community needs and to link

education with preparation for practical work in community settings (Barnett, 1996 as

cited in Kenny et al., 2002), community colleges represent the newest and the largest

segment of American higher education dedicated to public purpose (Kenny et al., 2002).

The popularity of social activism and experiential learning in the 1960s and early 1970s,

in conjunction with student demands to increase the social relevance of university education,

contributed in the birth of service-learning. Kenny et al., (2002) added

that the momentum of this movement was relatively short-lived, however, as a result of

shifts in the political and social climate of the country and the shortcomings of early

service-learning programs. Early service-learning programs were not integrated with the

central mission and goals of schools and agencies, conveyed and attitude of paternalism

and charity toward community partners, and assumed that service by itself would ensure

student learning (Jacoby, 1996 Kendall, 1990 as cited in Kenny et al). With awareness of

these shortcomings, a number of community leaders and educators sustained commitment

to service through the "me-generation" of the late 1970s and 1980s and develop standards

that would be critical for the successful implementation and continuation of service

programs.

There exists today a clear call for people who have academic knowledge, who have

achieved personal development, and who have problem solving skills to work on solutions and

programs promoting a just society (Kenny, et al 2002, p. 4). Although service-learning is wide-

spread across university campuses, programs remain diverse, shaped by unique histories and

missions. Some programs were inspired by a commitment to social action, community

partnership, civic renewal, and the enhancement of economic, social, and intellectual resources

available to the community. Other programs evolved through a belief on the pedagogy of

experiential learning, and others developed primarily from a commitment to enhance the moral,

religious, and/or civic development of the student body (Pollack, 1999 as cited in Kenny et al.,

2002). The service mission of the university is defined differently at the universities.

As discussed by Lerner and Simon (1998 as cited in Kenny et al, 2002), that for

universities to engage in outreach in a manner that is both valuable to and sustained in the

community, the mission of outreach must be integrated throughout the university; it must

become part of the intellectual life of faculty and a core component of university culture; it must

be part of research and teaching missions of the university and not a separate activity that can be

(historically has been) marginalized.

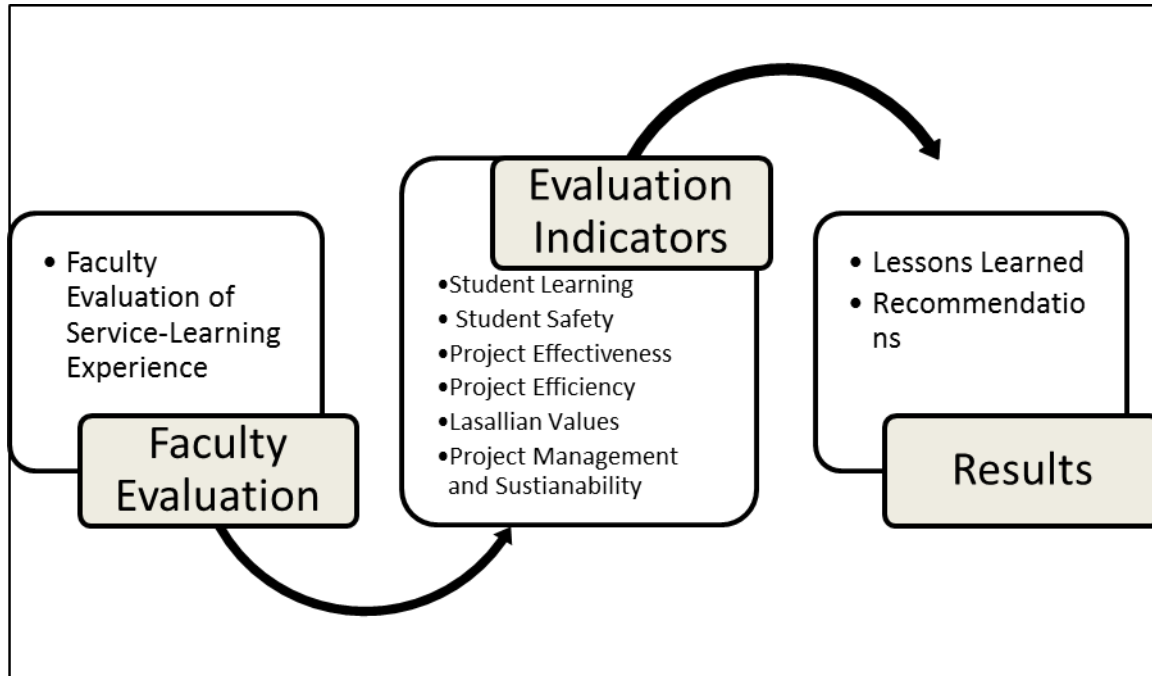**Service-Learning Defined**

Service-Learning has been defined in many ways and meanings depending on how it is

being practiced in the university. Wagner and Spore (1995, as cited in Sharkey, et al) defined

"service" as using one's personal resources- time, talent, knowledge and ability – to meet the

needs of another individual, of a specific group, or of a broader community, as well as the needs

of oneself. The "learning" comes from applying disciplinary frameworks to analyze the

experience and perform effectively in it, always including self-assessment as a key component.

Service- opportunities may be linked to general education, the major or minor, or the co-

curriculum, pursued for credit or no credit, mandatory or voluntary; initiated by the individual, a

student group, or a course instructor (Sharkey, Brooker, Schulte, 2002). This definition is used

in Alverno College and they believe that the general outcomes of a service-learning experience

are that the student becomes more informed, proactive citizen who understands her obligation to

enhance the quality of others' lives and to meet the needs of her community; develops the

specific citizenship skills and leadership abilities to provide service to others in personal,

professional, and civic arenas; better integrates her values, abilities, and actions.

As a core component of civic engagement, Bringle and Hatcher (1995) defined service-

learning

as a "course-based, credit bearing educational experience in which students (a) participate

in an organized service activity that meets identified community needs, and (b) reflect on

the service activity in such a way as to gain further understanding of course content, a

broader appreciation of the discipline, and an enhanced sense of personal values and civic

responsibility" (p. 112). This definition highlights the academic, curricular nature of

service-learning; the importance of community voice in the development,

implementation, and assessment of the impact of a service-learning course; the key role

that reflection activities play in intentionally connecting the community service activity

to reach targeted educational outcomes; and the importance of expanding educational

objectives to include civic education. In service-learning, students are not only "serving

to learn," which occurs in other forms of curricular engagement and applied learning such

as clinical, fieldwork, internship, and practicum, but also "learning to serve," the unique

civic dimension of the pedagogy.

Jacoby (1996) added that service-learning has "tremendous potential" to enable colleges

and universities to meet their goals for student learning and development while making unique

contributions to addressing community, national, and global needs. It is the element of

reciprocity that elevates service-learning to the level of philosophy, "an expression of values –

service to others, community development and empowerment, reciprocal learning" (p. xvii).

"Service-learning is also a pedagogy that is grounded in experience as a basis for learning and on

the intentionality of reflection designed to enable learning to occur" (Jacoby & Associates, 2003,

p. 5). Service-learning as a program, pedagogy and a philosophy must be grounded in a

reciprocal partnership between university and community.

The Conceptual Framework

Figure 1. Framework on Faculty Evaluation of Service-Learning Experience

Creating an ongoing and effective service-learning program requires careful planning, monitoring, evaluation, and revision based on the evaluation result. According to Carol H. Weiss (1988), evaluation is the "systematic assessment of the operation and/or the outcomes of a program or policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the program or policy" (p. 4). Evaluation of experience therefore is an assessment of how a person perceives a system and a product. This study evaluates the service-learning implementation experience of the faculty member in order to improve the program. The valuable assessment will also serve as basis for policy development or enhancement.

Figure 1 illustrates the Framework on Faculty Evaluation of Service-Learning

Experience. This diagram shows the process of faculty evaluation. Selected DLSU faculty

members were asked to evaluate their service-learning implementation experience every term.

This study covers one academic year comprising of three consecutive trimesters. Using a set of

evaluation indicators, the faculty members were asked to rate their experience in terms of the

following: student learning, student safety, project effectiveness, project efficiency, project

management, and sustainability. Result of this study reveals important lessons in service-

learning implementation and recommendations to improve program management, institutional

support, faculty engagement and among others.

Statement of the Problem

The primary question of this study is: How would the DLSU faculty evaluate their

service-learning implementation experience? What are the lessons learned in service-learning

implementation? For this study, service-learning is defined as course-based, credit bearing

educational experience in which students (a) participate in an organized service activity that

meets identified community needs, and (b) reflect on the service activity in such a way as to gain

further understanding of course content, a broader appreciation of the discipline, and an

enhanced sense of personal values and civic responsibility" (Bringle, et al, 1995).

Chapter 2

Methodology

Research Question

The primary question of this study is: How would the DLSU faculty evaluate their service-learning implementation experience? What are the lessons learned and recommendations in service-learning implementation? To respond to this problem, I conducted online evaluation of faculty's service-learning implementation experience.

Methodology

A purposeful sampling was used in the selection of participants to this study,. Purposeful sampling is method that allows the researcher to select a sample population based on prior information (Fraenkel et al, 2012.). This prior information means that respondents are selected based on the defined selection criteria.

This study consists of 17 DLSU faculty members identified through purposeful and criterion sampling. The sample was homogenous meaning that all of the respondents had utilized service-learning in teaching their respective courses. In this sampling method, all respondents accomplished the online Faculty Evaluation of Service-Learning Experience which I administered at the end of each term of Academic Year 2015-2016. I contacted these target respondents by sending via email the online google evaluation form. The email invitation explained the purpose of the evaluation and how this will be used to generate feedback as basis to improve COSCA's service-learning program. Criteria for the selection of faculty respondents are: a) being a DLSU faculty member whether on full-time or part-time basis; b) currently

teaching a course with service-learning component; and, c) in partnership with COSCA in implementing their service-learning component. Access to these faculty respondents were unrestricted and supported by the school administration as I am the service-learning coordinator of COSCA for six years whose primary task is to assist students and faculty implement their service-learning program. My professional link with the faculty respondents gave me full and easy access to the respondents for post service-learning activity evaluation.

Participants

The participants to this study are representatives from various colleges of DLSU who are currently teaching a course with service-learning component in collaboration with COSCA. These respondents accomplished the online evaluation immediately at the end of the term. The respondents are from the College of Liberal Arts (CLA), School of Economics (SOE), College of Business (COB) and Gokongwei College of Engineering (GCOE). Representatives from other colleges such as College of Computer Studies (CCS), College of Science (COS) and Bro. Andrew Gonzales College of Education (BAGCED) were not included as they do not have service-learning engagement with COSCA during Academic Year 2015-2016. These colleges have courses with service-learning but preferred to utilize their current partner organizations instead of asking from the pool of COSCA partner organizations. There were more females than males, but gender was not a factor in the evaluation.

Instrument

An online google form was developed and administered to the faculty who are currently teaching a course with service-learning component. The google form is divided into three parts.

The first part is about a brief profile of the respondents such as faculty's name, course taught with service-learning, college where they belong and term covered. The second part contains the aspects to be evaluated where in they were asked to measure their service-learning experience using Likert scale. Liker scale is a five (or seven) point scale which is used to allow the individual to express how much they agree or disagree with a particular statement (https://www.simplypyschology.org) . In this study I used six point scale, where respondents were offered a choice of six pre-coded responses: SA- strongly agree; A- agree; M- moderate; D- disagree; SD – strongly disagree; NA – not applicable. The respondents expressed how much they agree or disagree with a particular statement or indicator. The respondents rated their service-learning experience based on the seven aspects: Student Learning, Student Safety, Project Effectiveness, Project Efficiency, Lasallian Values, Program Management and Sustianability. For the purpose of this study, the following definitions are adapted from COSCA Curricular Program's Evaluation Tool Template (COSCA, 2015).

1. Student Learning –refers to student's learning outcomes based on the syllabi

2. Student Safety – refers to *loco parentis* principles and self-care

3. Project Effectiveness – achievement of intended objectives

4. Project Efficiency - success at lowest possible resource use

5. Lasallian Values – refers to the guiding principles of Lasallian Reflection Framework, Catholic Social Teachings and Community Engagement

6. Sustainability – continuity after project completion

 Each aspect contains assessment indicators which are the following:

1. Student Learning

1.1. The learning outcomes of the course have been attained.

1.2. The students were provided with course-based knowledge and skills necessary for community/partner project implementation.

1.3. Classroom discussions were enhanced by the service-learning experience.

1.4. The service component of this course has been strengthened my capacity to contribute to the empowerment of the poor and the marginalized communities/sector.

2. Student Safety

2.1. The area coordinator were proactive in ensuring the safety of the students at all times.

2.2. The partner organization mobilize the necessary groups or community members to ensure safety of the students.

2.3. The class complied with all the safety policies and guidelines set by the program

3. Project Effectiveness

3.1. Projects and activities were implemented according to plan.

3.2. Our project contributed to the efforts of the organizzation/community to respond to their own needs.

4. Project Efficiency

4.1. A class project/activity plan and budget was formulated.

4.2. Project resources (fund, materials, time) were sufficient to carry out the projects and activities of the students.

5. Lasallian Values

5.1. The project tapped relevant groups within the community/ organization

5.2. The project respected the dignity of all stakeholders.

5.3. There was clear delineation of tasks and responsibilities between the students and

partner organization; between the faculty and partner organization and with COSCA as

program coordinator.

5.4. There were established consultation/feedback mechanims that promoted dialogue among

project stakeholders.

5.5. There was an opportunity to see and experience the situation of the community

5.6. The Lasallian Values of Faith, Zeal for Service and Communion in Mission was used in

looking at the community situation.

5.7. The project was guided by a concrete plan of action.

6. Project Management and Sustainability

6.1. The community project can be continued or sustained by the partner organization on

their own.

6.2. I was able to use teaching activities (e.g. lecture examples, writing assignments, class

discussion) to make connections between the course material and the community service

project.

A total of 20 assessent indicators were rated.   At the end of each aspect and at the last part of

the google form, open ended questions were asked particularly about faculty's

comments/suggestions, strong points of the program, areas for improvement and other

recommendations. See Annex A for copy of the online google form.

**Data Gathering Procedures and Analysis**

After completing their service-learning class, I sent email invitation to faculty partners

and asked them to complete the online google evaluation form. Once accomplished, the google

form will automatically generate the responses in a spreadsheet and summarize results in a

graphical presentation. The summary made it convenient for me to analyze the generated data.

Chapter 3

Results and Discussion

The primary goal of this study is to evaluate and analyze the experiences of selected faculty members in implementing service-learning. I want to understand the lessons learned and areas needing improvement to serve as inputs in improving program implementation of COSCA. The online google form was developed and administered by myself being COSCA service-learning coordinator and delivered through email to the 17 faculty respondents. Of the 17 respondents, two faculty members answered the form twice assessing their experience in two different academic terms. The evaluation covers three consecutive terms of AY 2015-2016. Part 1 of the form contains the general profile of faculty respondents. Of the 17 respondents, seven (7) implemented service-learning during the first term, three (3) during the second term, while seven (7) during the third term.

Academic Year 2015-2016

Term 1	7	41.2%
Term 2	3	17.6%
Term 3	7	41.2%
Other	0	0%
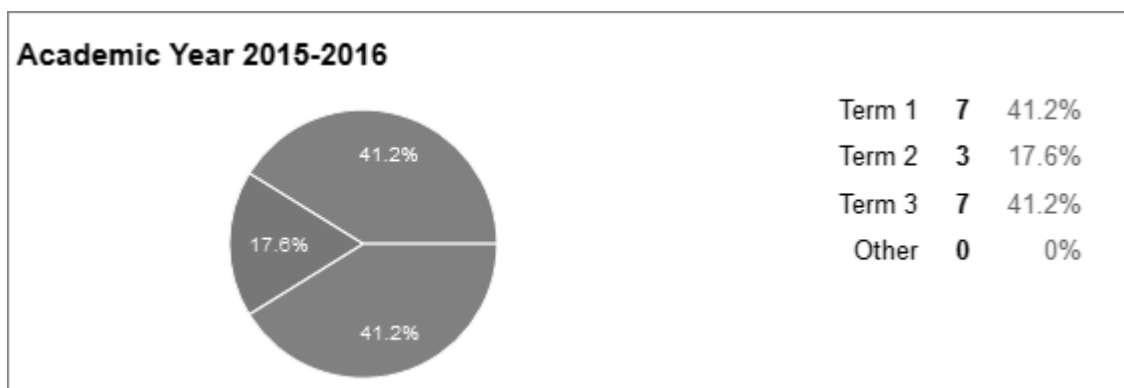
Figure 2. Academic Year and Term Covered

The faculty members who accomplished the online evaluation form are from the following colleges: three (3) from CLA, one (1) from SOE, seven (7) from COB, and three (3) from GCOE. Courses with service-learning component from these colleges are Corporate Social Responsibility, Occupational Health and Safety, Psychology, Economics and Development.
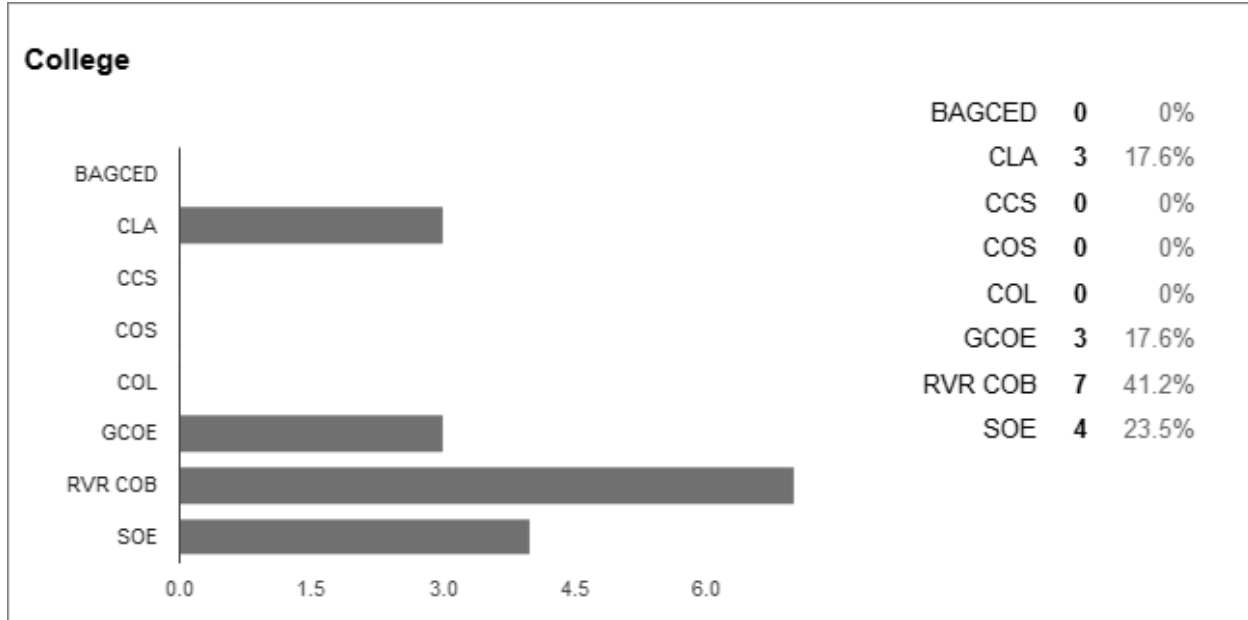
Figure 3. Colleges Involved

The succeeding tables describe the result of faculty evaluation per indicator.

Table 1. Student Learning

Assessment Indicators	SA	A	M	D	SD	NA
1. Student Learning						
1.1. The learning outcomes of the course have been attained.	76.5%	23.5%	0	0	0	0
1.2. The students were provided with course-based knowledge and skills necessary for community/partner project implementation.	64.7%	29.4%	5.9%	0	0	0
1.3. Classroom discussions were enhanced by the service-learning experience.	76.5%	11.8%	11.8%	0	0	0
1.4. The service component of this course has been strengthened my capacity to contribute to the empowerment of the poor and the marginalized communities/sector.	64.7%	29.4%	5.9%	0	0	0

Table 1 shows faculty evaluation on student learning. Based on the result, all four

indicators of student learning reveal that majority of the faculty participants believe that service-

learning has contributed in students' learning. Majority or 76.5% of the faculty participants

strongly agree that learning outcomes of the course have been attained, 64.7% strongly agree that

the students were provided with course-based knowledge and skills necessary for

community/partner project implementation, 76.5% stongly agree that classroom discussions

were enhanced by the service-learning experience, and, 64.7% strongly agree that the service

component of this course has been strengthened their capacity to contribute to the empowerment

of the poor and the marginalized communities/sector.

One faculty participant indicated in his/her comment that students felt good that project

recommendations will be useful to the community. However, student learning could be

improved by revisiting alignment of course reference materials to the objectives of the service-

learning component, the service-learning experience is currently not aligned with any course

objectives, and that there is a need to apply relevant course concepts in service-learning.

Table 2. Student Safety

Assessment Indicators	SA	A	M	D	SD	NA
2. Student Safety						
2.1. The area coordinator were proactive in ensuring the safety of the students at all times.	76.5%	11.8%	0	0	0	11.8%
2.2. The partner organization mobilize the necessary groups or community members to ensure safety of the students.	70.6%	17.6%	0	0	0	11.8%
2.3. The class complied with all the safety policies and guidelines set by the program	76.5%	11.8%	0	0	0	11.8%

Table 2 shows the faculty evaluation on student safety. Majority or 76.5% of the faculty

strongly agree that the area coordinator or the representative from the community were proactive

in ensuring the safety of the students at all times, 70.6% strongly agree that partner organization

mobilize the necessary groups or community members to ensure safety of the students such as

the provision of local security officials, 76.5 % strongly agree that the class did their part in

ensuring their own safety by complying with all the safety policies and guidelines set by the

program.

Based on the faculty suggestion, ensuring safety of the students can be improved by

ensuring proper coordination among *barangay* (village) representatives during community visit,

site selection, and timely seeking permission from the OUR (Office of University Registrar) to

allow offsite or field activities. During conversations with faculty, one of the challenges they

faced is the compliance to the Commission on Higher Education (CHED) Memorandum 2012-17

on advising the office of their "field trip" or any off-campus activity at least a year before the

start of the academic year. Further, it also requires that students that permits should be notarized

which means additional cost to the students. But since DLSU is trimestral, CHED allowed

submission at least a term prior to service-learning implementation or off-campus activity.

Table 3. Project Effectiveness

Assessment Indicators	SA	A	M	D	SD	NA
3. Project Effectiveness						
3.1. Projects and activities were implemented according to plan.	64.7%	35.3%	0	0	0	0
3.2. Our project contributed to the efforts of the organizzation/community to respond to their own needs.	70.6%	23.5%	5.9%	0	0	0

Table 3 presents the faculty evaluation project effectiveness. All two indicators indicate

that service-learning projects done with the community partner were effective. Majority or

64.7% strongly agree that projects and activities were implemented according to plan, and 70.6%

strongly agree that students' project contributed to the efforts of the organization/community to

respond to their own needs.

The faculty commented that the community representatives showed interest in these

(projects) through an engaged discussion. However, the faculty member teaching Economics and

Development suggested that to improve on socio-demographic profiling project, a more in-depth

discussion of the research result could be done through focused-group discussion with key

members of the community such as mother leaders and *barangay* officials.

Table 4. Project Efficiency

Assessment Indicators	SA	A	M	D	SD	NA
4. Project Efficiency						
4.1. A class project/activity plan and budget was formulated.	58.8%	35.3%	0	0	0	5.9%
4.2. Project resources (fund, materials, time) were sufficient to carry out the projects and activities of the students.	64.7%	29.4%	0	0	0	5.9%

Table 4 shows the faculty evaluation on project efficiency. The two indicators pointed

out that the service-learning projects were efficiently implemented with the partner organization.

Majority or 58.8% strongly agree and 35.3% agree that a class project/activity plan and budget

was formulated prior to its implementation, and, 64.7% strongly agree that project resources

(fund, materials, time) were sufficient to carry out the projects and activities of the students.

In his/her comment, a faculty appreciated the support provided by COSCA such as meals

of the participants during a seminar activity of the students done in DLSU. A faculty

recommended that there is a need to improve on project preparation.

Table 5. Lasallian Values

Assessment Indicators	SA	A	M	D	SD	NA
5. Lasallian Values						
5.1. The project tapped relevant groups within the community/ organization	70.6%	29.4%	0	0	0	0
5.2. The project respected the dignity of all stakeholders.	76.5%	23.5%	0	0	0	0
5.3. There was clear delineation of tasks and responsibilities between the students and partner organization; between the faculty and partner organization and with COSCA as program coordinator.	82.4%	17.6%	0	0	0	0
5.4. There were established consultation/feedback mechanims that promoted dialogue among project stakeholders.	58.8%	41.2%	0	0	0	0
5.5. There was an opportunity to see and experience the situation of the community	58.8%	35.3%	0	0	0	5.9%
5.6. The Lasallian Values of Faith, Zeal for Service and Communion in Mission was used in looking at the community situation.	64.7%	35.3%	0	0	0	0
5.7. The project was guided by a concrete plan of action.	70.6%	29.4%	0	0	0	0

Table 5 presents the faculty evaluation of service-learning program alignment with the

Lasallian values using the seven indicators. Majority or 70.6% strongly agree that the project

tapped relevant groups within the community/ organization; 82.% strongly agree that there was clear

delineation of tasks and responsibilities between the students and partner organization, between the

faculty and partner organization and with COSCA as program coordinator; 58.8% strongly agree that

there were established consultation/feedback mechanims that promoted dialogue among project

stakeholders; 58.8% strongly agree that there was an opportunity to see and experience the situation of the

community; 64.7% strongly agree that the Lasallian Values of Faith, Zeal for Service and Communion in

Mission was used in looking at the community situation; 70.6% strongly agree that the project was

guided by a concrete plan of action.

A faculty commented that service-learning is essential in enhancing the development of

Lasallian values among the students. Another faculty whose service-learning project is socio-

demographic profiling where the students conducted household interview, recommended that the

documents (participants interview waiver/clearance) undergo an ethics review in the next

service-learning class. This refers to the securing of consent prior to the conduct of interview to

their respondents.

Table 6. Project Management and Sustainability

Assessment Indicators	SA	A	M	D	SD	NA
6. Project Management and Sustainability						
6.1. The community project can be continued or sustained by the partner organization on their own.	41.2%	47.1%	5.9%	0	0	0
6.2. I was able to use teaching activities (e.g. lecture examples, writing assignments, class discussion) to make connections between the course material and the community service project.	70.6%	17.6%	11.8%	0	0	0
6.3. The partner organization provided orientation to the students and levelled off on project outputs	70.6%	23.5%	5.9%	0	0	0
6.4. Community leaders and focal persons were available most of the time during area visits or whenever we needed to consult them on the project.	52.9%	47.1%	0	0	0	0
6.5. The organization was able to impart valuable contribution (time, resources, and knowledge) in the formation of students to become service-driven citizens.	64.7%	29.4%	5.9%	0	0	0
6.6. The partner organization followed the prescribed program for the service activity	70.6%	29.4%	0	0	0	0
6.7. The partner organization/community members were very helpful during project implementation	76.5%	23.5%	0	0	0	0
6.8. Teaching a course with service-learning	82.4%	17.6%	0	0	0	0

component strengthened my passion of teaching.						
6.9. The additional faculty responsibilities that service-learning required were manageable.	64.7%	29.4%	5.9%	0	0	0
6.10.　　　I received the support I requested and expected from my department/ college	76.5%	23.5%	0	0	0	0
6.11.　　　Service learning is relevant to the course I am teaching	64.7%	29.4%	5.9%	0	0	0
6.12.　　　I would recommend service-learning to other faculty members.	76.5%	23.5%	0	0	0	0

Table 6 shows the faculty evaluation of service-learning project management and

sustainability using 12 indicators. Only 47.1% of the faculty agree and 41.2% strongly agree

that the community project can be continued or sustained by the partner organization on their

own; 70.6% strongly agree that the faculty was able to use teaching activities (e.g. lecture

examples, writing assignments, class discussion) to make connections between the course

material and the community service project; 70.6% strongly agree that prior to project

implementation, the partner organization provided orientation to the students and levelled off on

project outputs; 52.9% strongly agree that ccommunity leaders and focal persons were available

most of the time during area visits or whenever we needed to consult them on the project; 64.7%

strongly agree that the partner organization was able to impart valuable contribution (time,

resources, and knowledge) in the formation of students to become service-driven citizens; 70.6%

strongly agree that the partner organization followed the prescribed program for the service

activity; 76.5% strongly agree that the partner organization/community members were very

helpful during project implementation; 82.4% strongly agree that teaching a course with service-

learning component strengthened my passion of teaching; 64.7% strongly agree that the

additional faculty responsibilities that service-learning required were manageable; 76.5%

strongly agree that I received the support I requested and expected from my department/ college;

64.7% strongly agree that service learning is relevant to the course they are teaching; and; 76.5%

strongly agree that they would recommend service-learning to other faculty members

A faculty commented that COSCA did a commendable job in the logistics preparation

and arranging for the availability of the community leaders. Another faculty believes that the

program gives an opportunity for the students to be involved in a community and with such

exposure they realize how these people in the community cope with their challenges in their

lives. Service-learning allows the students to interact with the adolescents in the community and

share experiences with them. One faculty also expressed that partnership with COSCA is better

for her instead of having the students look for their own community partner. Several faculty also

recommended that their department can identify a community for all its service-learning

initiatives so that joint efforts can be extended to the community and more support activities may

be conducted. Faculty engagement should be encouraged to other faculty handling CSRGOVE,

and another faculty recommended that the barangay officials should be required to attend the

validation report of the students.

The faculty respondents were asked about the strong points of the program. Here are some of

their responses:

- Self-realization that one's output is needed by poor communities. That even as

  students, they could make contribution to the uplift of the community. That they as

  DLSU students are in a far better situation than many of our fellowmen, and this

  somehow elicits feeling of gratitude for one's resources and family support. That

  concepts learned in the university could find practical application in the service of

others particularly the poor. Cosca assisted us in all the phases of the project. Thus, it

became easier for us.

- Presence of partner organizations is one of the strong points of the program; reflection

  of students as it helps them improve their interpersonal skills, and ability to learn

  from experience.

- Availability of COSCA personnel in assisting community engagement activities when

  I was not available due to schedule conflict.

- Community exposure

- The SL program bridges the theories and learning of the students.

- Tangible outputs that benefit the partner organizations and their beneficiaries.

- It provides a different learning experience for the students.

- COSCA was extremely helpful and very efficient. It made the project go smoothly.

  Thank you.

- Development of tangible outputs that the partner organizations can use in their day-to-

  day operations.

The faculty respondents were also asked on the areas that need improvement. There

responses are:

- There is a need to have stronger coordination among the Barangay representatives as

  our experience showed that they did not know who was supposed to welcome us and

  guide us within the community as this task was not delegated to other representatives

  when the head had to attend an important activity. This delayed the service learning

  activity for some minutes.

- provide opportunity for community to give their inputs in the design of SL

- The issue raised in my class was the P100 individual payment of fare. The students felt it was too much for the use of the jeep. But I still saw the point of using the jeep in going to the community.

- Preparatory activities have to be improved.

- Costs/expenses should already be included in the tuition fees of the students.

- More involvement from the barangay officials, especially the Barangay Chairperson.

- Possibility for having different set of partner organizations assigned for service learning, NSTP, CWTS, etc. since some of my students have been involved with the same PO in their other subjects/courses.

Faculty respondents also have these overall suggestions/recommendations:

- Generally, the service learning activity is a good venue to learn more about the practical application of concepts in OCCHSAF. Furthermore, the students get an opportunity to involve in community work which may give them a desire to continue on after graduation. This was seen in many students that we handled. Hence, I recommend that such service learning activity be adopted in more modules so students will feel that it is a must to carry one's responsibility for the poor people in our society and the world.

- SL is an essential component in quality learning and thus must be sustained. Activities should go beyond profiling as students become aware of the problems in the community, so they can practice problem solving in a real world.

- Congratulation for the great opportunity to partner with me and my class. Thanks to

    Mae and Mitch.

- Thank you Ms. Mei and Ms. Mitch! God bless! Animo La Salle!

Summary of lessons learned and recommendations is enumerated in Table 7.

Table 7. Lessons Learned and Recommendations

Assessment Indicators	Lessons Learned	Recommendations
1. Student Learning	• Service-Learning as teaching pedagogy is an essential component of quality student learning. It is a good venue to learn more about the practical application of concepts in a course. • Service-learning has provided students with course-based knowledge and skills necessary for civic engagement • SL bridges the theories and learning of the students	• Service-Learning should be adopted in other courses • Ensure alignment of course objectives and outcomes with service activity
2. Student Safety	• Partnership with organized and government registered community organizations safeguards the students • Active involvement of COSCA coordinators and community members in assisting the students from project identification, monitoring to implementation ensures safety of students	• For most colleges with no logistics funding, financial assistance should be extended to students particularly in terms of transportation support. This should be incorporated in the tuition fee.
3. Project Effectiveness	• The community benefited in the tangible project outputs of the students	• Improve partners' participation in all cycle of project implementation • Conduct impact study on the effectiveness of service-learning projects in the community.

4. Project Efficiency	• Proper project planning and budgeting of students resulted in efficient use of resources • The assistance extended by COSCA in terms partnership building, logistical and administrative support, project coordination and monitoring helped the faculty to smoothly implement the service-learning activity	• Community should identify projects not only based on their needs but also based on limited resources of students. It is important to maximize indigenous materials for projects to avoid too much expenses.
5. Lasallian Values	• Service-Learning has positive effect on students' personal and social development and civic responsibility (i.e. become aware and experience the situation of the people in the community; contribute and participate in addressing community issues and needs; felt good about helping other people in need; elicit feeling of gratitude for one's resources and family support; improve interpersonal skills) • Service-learning is essential in instilling the Lasallian values of faith, zeal for service and communion in mission	• For the faculty to allocate more contact time (see-experience stage) with the community for the students to better understand the community situation and needs, therefore identifying more sustainable projects
6. Project/Program Management and Sustainability	• Institutional support is important for the successful implementation of service-learning	• Conduct study on the sustainability of students' service-learning projects in the communities • There is a need to have an interdisciplinary engagement in one community so that service-learning initiatives and efforts are focused thus creating bigger impact in one community • Greater opportunity for

		community partners to be part of the service-learning design • Propose a tuition fee adjustment to include service-learning fee that will cover transportation expenses of students

Chapter 4

Conclusion and Recommendations

A faculty evaluation of service-learning experience is a way to understand how the program is being implemented. It is also a good opportunity to identify program strengths, weakness, lessons and recommendations to improve program implementation so that future users are better equipped to handle implementation concerns. This study successfully looks at service-learning as it is understood by the faculty practitioners who utilized it as a teaching pedagogy. This is a significant area for future study on service-learning, because it is those faculty practitioners who continue to implement service-learning within an environment of challenge and uncertainty about resources like time and funding, thus, a need for continued and enhanced institutional support.

Evaluation results revealed that service-learning has demonstrated to be an effective educational strategy and can have positive effects on students' academic performance, social development, civic engagement, and career knowledge, challenges have been experienced along its implementation.

The presence of office with program on service-learning like COSCA, has helped the faculty members to implement service-learning hassle free. Being a co-implementor of service-learning, COSCA has provided technical assistance especially in terms of establishing partnership with key community organizations resulting to a much effective

community-based project implementation. Faculty members who sought the assistance of

COSCA's services resulted in good service-learning implementation with their class as

evidenced by the above-average ratings in terms of student safety, project management,

effectivity and efficiency.

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Annex A

Center for Social Concern and Action (COSCA)

Faculty Evaluation of Service-Learning Experience

Name : _____ College: _____

Course with SL : _____ Term: _____

Instruction: Using the following scale, encircle the rate that corresponds to your level of agreement or disagreement with each statement.

SCALE: 5- Strongly Agree; 4- Agree; 3-Moderate; 2- Disagree; 1 – Strongly Disagree; N/A Not Applicable

AREAS OF ASSESSMENT	SCALE
1. Student Learning	
1.1. The learning outcomes of the course have been attained.	5 4 3 2 1 N/A
1.2. The students were provided with course-based knowledge and skills necessary for community / partner project implementation	5 4 3 2 1 N/A
1.3. Classroom discussions were enhanced by the service learning experience	5 4 3 2 1 N/A
1.4. The service component of this course has strengthened my capacity to contribute to the empowerment of poor and the marginalized communities/sectors	5 4 3 2 1 N/A
COMMENTS/SUGGESTIONS:	
2. Student Safety	
2.1. The area coordinators were proactive in ensuring the safety of the students at all times	5 4 3 2 1 N/A
2.2. The partner organizations mobilize the necessary groups or community members to ensure safety of the student s while in the community	5 4 3 2 1 N/A
2.3. The class complied with all safety policies and guidelines set by the program	5 4 3 2 1 N/A
COMMENTS/SUGGESTIONS:	

3. Project Effectiveness	
3.1. Projects and activities were implemented according to plan	5　4　3　2　1　N/A
3.2. Our project contributed to the efforts of the organization/community to respond to their own needs	5　4　3　2　1　N/A
COMMENTS/SUGGESTIONS:	
4. Project Efficiency	
4.1. A class project / activity plan and budget was formulated	5　4　3　2　1　N/A
4.2. Project resources (fund, materials, time) were sufficient to carry out the projects and activities of the students	5　4　3　2　1　N/A
COMMENTS/SUGGESTIONS:	
5. Lasallian Values	
5.1. The project tapped relevant groups within the community / organization	5　4　3　2　1　N/A
5.2. The project respected the dignity of all stakeholders	5　4　3　2　1　N/A
5.3. There was clear delineation of tasks and responsibilities between the students and the partner organization; between the faculty and the partner organization and with COSCA as program coordinator	5　4　3　2　1　N/A
5.4. There were established consultation / feedback mechanisms that promoted dialogue among project stakeholders	5　4　3　2　1　N/A
5.5. There was an opportunity to see and experience the situation of the community	5　4　3　2　1　N/A
5.6. The Lasallian Values of Faith, Zeal for Service and Communion in Mission was used in looking at the community situation	5　4　3　2　1　N/A
5.7. The project was guided by a concrete plan of action	5　4　3　2　1　N/A
COMMENTS/SUGGESTIONS:	
6. Program Management and Sustainability	
6.1. The community project can be continued or sustained by the partner organization on their own	5　4　3　2　1　N/A
6.2. I was able to use teaching activities (e.g. lecture examples, writing assignments, class discussion) to make connections between the course material and the community service project.	5　4　3　2　1　N/A
6.3.　　The partner organization provided orientation to the students and levelled off on project outputs	5　4　3　2　1　N/A
6.4.　　Community leaders and focal persons were available most of the time during area visits or whenever we needed to consult them on the project.	5　4　3　2　1　N/A
6.5. The organization was able to impart valuable contribution (time, resources, and knowledge) in the formation of students to become service-driven citizens.	5　4　3　2　1　N/A
6.6. The partner organization followed the prescribed program for the	5　4　3　2　1　N/A

service activity	
6.7. The partner organization/community members were very helpful during project implementation	5 4 3 2 1 N/A
6.8. Teaching a course with service-learning component strengthened my passion of teaching.	5 4 3 2 1 N/A
6.9. The additional faculty responsibilities that service-learning required were manageable.	5 4 3 2 1 N/A
6.10. I received the support I requested and expected from my department/ college	5 4 3 2 1 N/A
6.11. Service learning is relevant to the course I am teaching	5 4 3 2 1 N/A
6.12. I would recommend service-learning to other faculty members.	5 4 3 2 1 N/A
COMMENTS/SUGGESTIONS:	

What do you think are the strong points of the program? _____

_____

What are the areas that need improvement? _____

_____

Overall Suggestions/Recommendations _____

_____