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Welcome to Community Engagement at Shasta College

Dear Valued Community Partners and Organizations:

I am pleased to welcome you as you partner with Shasta College. This Community Partner Guide to Community Engagement will help guide you as you work with our students in this endeavor. Over the last few years, Shasta College has developed a visionary and model community engagement program with the financial support of our Economic and Workforce Development Division. Combining commitment to service with knowledge of community needs, the Shasta College Center for Community Engagement (SCCCE) works with Faculty and Students to make sure that Community Partners are well served by the College’s resources, and that students can work in an environment that is both challenging and safe. The SCCCE is the bridge from Campus to Community and works to make sure that Community Engagement is relevant and appropriate to community needs.

This Handbook explains the principles of Community Engagement at Shasta College, describes the essentials of campus-community partnership, and provides some of the important information and forms for Community Partners. We trust that it will answer your basic questions about becoming a community partner with Shasta College and facilitate a productive collaboration among students, staff, faculty and your agency.

Shasta College is dedicated to being a student-centered campus and a rural center for community service and community engagement that provides socially and environmentally responsible education. An important part of achieving this goal is “learning in the real world” of which Service-Based Learning is a key component. Taking part in Community Engagement programs enables students to learn about the importance of civic engagement; develops leadership ability, critical thinking, and conflict resolution; and exposes students to positive social values in diverse environments.

Thank you for your interest in this effort, and I wish you success!

Joe Wyse

Superintendent/President
Shasta-Tehama-Trinity Joint Community College District
The Shasta College Center for Community Engagement

Mission

The Shasta College Center for Community Engagement (SCCCE) was created in 2010 by and based upon the visions of representatives of all stakeholders in the community engagement process including community partners; K-12 faculty, staff and administrators; and higher education students, faculty, staff and administrators. Our mission is to foster a “learning community” that facilitates learning for civic engagement in our local and global communities; and that addresses societal challenges through long-term sustainable partnerships. The SCCCE is guided by an active advisory board composed of these same stakeholders with the mandate to support this mission.

Vision

In 2016, when Shasta College is more deeply engaged with the community to support student success, and to contribute to the social, cultural and economic development of our region, we will see...

- Inclusive, accessible and sustainable community partnerships
- Sustained recognition and awareness
- Sustained support; and
- Stakeholders prepared and committed to lifelong community engagement.

Purpose and Benefits

The SCCCE is designed to support community engagement experiences that are reciprocally beneficial for both the community and students. Through their community engagement placements, students are involved in projects that are responsive to community-identified needs.

- For many community partners, students augment service delivery, meet crucial human needs and provide a basis for future citizen support.
- For students, community engagement is an opportunity to enrich and apply classroom knowledge, explore careers or majors, develop civic skills, enhance personal growth and self-image, develop job links, and most of all, foster in students a concern for social responsibility and commitment to human service.

Through their community engagement placements, students are involved in projects that are responsive to community-identified needs. The projects students carry out contribute to community organizations in multiple, significant ways.
Community Engagement is an umbrella of term that describes the collaboration between higher education institutions and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange and production of knowledge and resources in a context of partnership and reciprocity. It is a powerful vehicle for bringing about social, environmental and cultural change that can improve the community and its members.

Community engagement can take many forms. The different types of activities that involve students in the community can be distinguished by the focus of the activity and by the beneficiary of the activity.

**Volunteerism**
Volunteerism is the engagement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient.

**Community Service**
Community service is the engagement of students in activities that primarily focus on the service being provided as well as the benefits the service activities have on the recipients. The students receive some benefits by learning more about how their service makes a difference in the lives of the service recipients.

**Internships**
Internship programs engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to a particular area of study.

**Field Education**
Field Education programs provide students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies. Students perform the service as part of a program that is designed primarily to enhance students’
understanding of a field of study, while also providing substantial emphasis on the service being provided.

**Worksite Learning**

Worksite learning is housed within the division of Economic Workforce Development of Shasta College and complements the goals of the SCCCE. For additional information on this program, see:

http://www.shastacollege.edu/cms.aspx?id=7930&terms=worksite+learning

Worksite Learning (WSL) is designed to include work experiences related to the occupational field of study or general work experience. The students enrolling in occupational work experience can enroll in a maximum of (eight) 8 units in one semester up to a total of 16 units over the course of the student’s tenure at the college. For general work experience a maximum of six (6) units can be earned. The courses are an enhancement to the classroom and an integral part of the total learning experience.

**Service Learning**

Service learning is a form of community engagement that unites formal academic coursework with high quality service that answers a community-identified need. The partnerships built between community, students, and faculty are reciprocal, meaning shared responsibility and gain. This process includes academic coursework, directed services and guided reflection that, taken together, deepen the experience for all partners.

The goals of service learning are generally to:

- Facilitate the development of effective community participants
- Teach academic content in an applied, experiential and reflective manner and
- Contribute to the community in ways that build on community identified assets and strengths and address community identified needs now and for future.
Community Engagement Opportunities at Shasta College: What’s Right for Your Agency?

Community engagement opportunities are divided into one time and long term opportunities in order to accommodate the needs of the community partners and support a broad spectrum of student and faculty participation.

**One Time Volunteer Opportunities**

These are typically one time service projects for a community partner sponsored event/project that would benefit from additional service support. The volunteer event is open to students from all academic backgrounds, though the number of total participants is determined by the community partner. SCCCE staff work with the community partner to organize participation and are present to assist in supervision the day of the event. These events can occur throughout the course of the semester.

If you are interested in setting up a one time volunteer opportunity or have additional questions, please contact the SCCCE at (530) 242-2337.

**Long Term Service Learning Opportunities**

The SCCCE encourages community partners to think outside of the “volunteer box” when considering service learning projects. These may include, but are not limited to: research, grant writing support, graphic design, marketing, program design, and education outreach. In terms of length, the project may fit within the parameters of the 18 week semester or may be spread out over a longer period of time and courses.

These involve connecting one or more students from a particular academic course to a long term project that has been identified by the community partner. The community partner acts as a co-educator with the course faculty with the mutual goals of meeting the needs of the community partner and the stated academic goals of the students.

In order to support mutually successful long term service learning projects, the SCCCE has developed a checklist (Form 100) to aid both community partners, students and faculty in this process. This includes communication about the learning plan, service learning agreement, and evaluation (see the sample forms included in this packet). The SCCCE staff will be available throughout this process for support and questions.

If you are interested in setting up a long term service learning project, the SCCCE staff will meet with you to discuss your agency’s needs, do a site visit (Form 300) and match you with the appropriate course. Please contact the SCCCE at (530) 242-2337 for more information.
Examples of Service Learning Projects

Grant Writing and Community Service
Humboldt State University
Each semester, students enrolled in a Proposal and Grant Writing class have the opportunity to work with community agencies in drafting proposals and grant applications in real world settings. Seventy-five local non-profit agencies are receiving services from students in this program. A student-written proposal from this course resulted in the installation of the Nautilus sculpture adorning the entrance to the HSU Natural History Museum.

Community Outreach and Education
Shasta College
Student enrolled in a Sociology of Gender course have the option of working with community agencies that focus on the eradication of gender inequality in the community. Students participate in creating and presenting outreach curriculum and organization programming development.

Accounting Students and Youth at Risk
CSU Chico
Students enrolled in “Introductory Accounting” quickly learn that good business is about more than just good business skills. The professor focuses on developing students’ leadership, teamwork, and communication skills, and uses service learning to do the job. Students are required to spend one to two hours a week teaching business and computer literacy skills to at-risk youth. In this way, the course shows students the potential for business to have a meaningful impact on people’s lives, at the same time as it teaches human skills often overlook in business disciplines.

Access and Diversity
Shasta College
Students enrolled in advanced language arts classes work with local organizations that serve community members that speak a variety of languages including Spanish. Students help translate literature distributed by community organizations including brochures and forms to make information available and accessible to a broad spectrum of community members.

Engineering and Education
Humboldt State University
In “Introduction to Design for Environmental Resources Engineers,” students create models that are used by K-12 teachers, the Discovery Museum, and HSU’s Campus Center for Appropriate Technology (CCAT) to help facilitate the understanding of an environmental design concept or system. Students have created models of ground water treatment systems and models that demonstrate energy conservation in the home.
Successful service learning projects demand buy in and committed support from community partners, students and faculty, to be mutually beneficial. The SCCCE and the process outlined in this handbook (including the forms) are designed to support service learning projects that include the following essential elements:

**Community Voice**
Service learning course are developed in an on-going process that allows individuals or communities with needs to define those needs.

**Preparation**
Extensive orientation for effective and sensitive community participation includes:

- On-site orientation and training to the community organization, the specific projects or tasks the service learning will be involved with, and to the community surrounding the site;
- Classroom-based preparation introducing students to the concepts of service-learning, reflection, and reciprocity; the responsibilities associated with community involvement; and exploration of the service learners’ assumptions and expectations of the service learning process, of people they will be working with and of the local community.

**Reciprocity**
Partnerships must be worthwhile and valuable for both the student and the community. There must be reciprocity between all partners involved in the service learning experience.

**Reflection**
Service Learning programs provide students with co-curricular service opportunities that are related, but not fully integrated, with their formal academic studies. Students perform the service as part of a program that is designed primarily to enhance students’ understanding of a field of study, while also providing substantial emphasis on the service being provided.

**Development**
Service Learning occurs in different stages. For example, the learning experience often begins with pre-field preparation and moves to engagement in partnership with the community. Students move from defining to problem-solving community needs – from observation to experience to leadership. It is important to remain aware of potential challenges participants may face at various stages in the process.
Meaningful Service

- Service learners are generally most effective when the activities they engage in are meaningful to the site and to their own goals and experience. It is important that service learners understand the larger context of their work and why it is valuable to the organization. While we ask that the majority of a student’s work provide them with an opportunity to interact directly with community members, behind-the-scenes work is often a valuable part of their learning if they understand its relevance and importance.

- Civic Engagement: Service-learning increases the students’ understanding of community and social investment, develops civic responsibility, and provides positive ways for students to interact in a social democracy toward a common good.

Diversity

A priority is place on involving a broad cross-section of students working in diverse settings and with diverse populations in the community.

Evaluation

All partners need to know what they will be evaluated on and what they will be evaluating others on at the beginning of the service learning process. Therefore, evaluation should be linked to preparation and should be on-going, not just something that takes place at the end. On-going supervision and opportunities for checking in with one another is also essential.

“Partnerships with community agencies are formal, long-term relationships founded on collaboration and the clear articulation of needs, capacities, responsibilities and expectations. Regular communication and evaluation and equal say in the design and implementation of projects are its defining features. Most campus service directors agree that partnerships with community agencies are more valuable (and labor intensive) than simple placement arrangements. Partnerships entail making a commitment to the agency, relinquishing control over aspects of the program and accepting new responsibilities.”


**Principles of Good Partnerships**

1. Partners have agreed upon mission, values, goals and measurable outcomes for the partnerships.
2. The relationship between partners is characterized by mutual trust, respect, geniuses and commitment.
3. The partnership’s build upon identified strengths and assets, but also addresses areas that need improvement.
4. The partnership balances power among partners and enables resources among partners to be shared.
5. There is clear, open and accessible communication between partners, making it an ongoing priority to listen to each need, develop a common language, and validate/clarify the meaning of terms.
6. Roles, norms, and processes for the partnership are established with the input and agreement of all partners.
7. There is feedback to, among, and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
8. Partners share the credit for the partnership’s accomplishments.
9. Partnerships take time to development and evolve over time.

From “*Principles of Good Community Campus Partnerships,*” developed by Community-Campus Partnerships for Health (CCPH), San Francisco, CA. http: futurehealth.ucsf.edu/ccph/principle
Practical Tips for Service Learning Success – Community Partners

**Remember the distinction between forms of community engagement.**
Supervisors must always keep in mind that service and worksite learning students, unlike volunteers, not only want to help meet important community needs, but they are also using the experience as the basis for understanding their college course. These students are receiving academic credit for learning through their service efforts. Your help is essential in encouraging students to think about what the experience means to them, the organizational context and overall societal issues and impact.

**Plan ahead.**
Clear, well though-out service placement descriptions which outline tasks, responsibilities and skills needed should be prepared and given to the student (see “Service Placement Description” form). Often, a fresh needs assessment with key staff will allow you to more effectively and creatively use service learners within the framework of your agency. Are there task that you and your staff are now doing that could be divided up and given to one or several students? Is there a project that you’ve always wanted to do but never had the time to organize? Positions that carry some degree of responsibility and involve client contact are ideal.

**Be selective.**
Be aware that some students may not match your needs. Although faculty will refer students to your agency, the final selection will be made by you. If a student’s qualifications and/or motivations are not in harmony with your needs, it is your right and obligation to request a different student.

**Orient, train and supervise.**
This should answer such questions as:“Where do I fit in? How do I get things done? What do I need to be awarded of? What is expected of me? How do I get information/support if my supervisor is not available? What do I have to learn?” See “Orienting Your Students to Your Agency” for more details.

**Be realistic.**
Have reasonable expectations of your time commitment and expectations of students. Think in terms of semesters and the academic year. Remember that you will have to be aware of the semester schedule and adapt accordingly. Check in with the student regularly about their schedule and plan for holiday breaks, examination crunch times, etc.

**Be involved.**
Throughout the assignment the supervisor should help the student interpret the experience and the relationship between what s/he is doing and the work of the agency. The student-supervisor relationship is one of the most significant parts of the student’s experience and often determines the success of the placement. The supervisor is truly a partner in the student’s education and should view her/himself as an educator.
Say “Thank you”.  
Life everyone, students want to be welcome and appreciated. This may take many forms – from letters of recommendation, to a thank you note, to a verbal acknowledgement of a job well done.

Talk to us.  
Keep the Shasta College Center for Community Engagement (SCCCE) informed of any concerns, suggestions or other pertinent issues related to the placement and/or the student. We are here to facilitate the process and assist you in any way possible.

Adapted from CSU
Designing a Service Learning Experience:

Facilitating Initial Discussions

Truly reciprocal service experiences grow from the collaborative planning efforts of community partners, faculty and students. Highly effective partnerships are designed to meet the academic needs of the students while also addressing a community need as defined by the partner agencies. This outline is designed to help guide initial discussions between all parties in the service experience, with the goal of developing mutually beneficial campus and community partnerships.

**Community Partner**
- What is your organization’s mission, current projects, population served, organization structure and resources that might be relevant?
- What is your primary objective for utilizing service students?
- What do you see as the potential benefit for the community from students performing service activities?
- What are the most important lessons your organization can teach college students?
- What are three service outcomes (representative activities that you would like students to perform) at your organization?

**Faculty Member and Students**
- What is the course in which service will be offered as a learning option?
- What are your top three student learning objectives (the three most important things you want to learn or have your students learn during the service experience)?

**All Stakeholders**
- Find at least three intersections where community partner, faculty and students’ goals coalesce. Keep talking and negotiating until this is accomplished.
Orientation Interview Checklist

This checklist should be used to facilitate the pre-service interview between the community partner and the prospective student. Once completed, the community partner should communicate with the faculty member whether they feel the student is a good fit with their agency’s needs.

- Mission of the community agency
- Who does the community agency serve?
- What programs/services does the community agency offer?
- Specific policies and procedures related to the service placement
- Review any proof of eligibility that is needed (fingerprinting, background check, etc).
  - Who will cover the cost of this? Where should the student go to have this done?
- Discuss the volunteer expectations of the agency.
- Give the students their site supervisor’s contact information.
- Will the student need to meet with any agency staff before beginning their service?
- How closely will the student be supervised? By whom?
- Who does the students call if they cannot make their schedule service, or will be late?
- Discuss appropriate attire when providing service.
- Provide specific training for the position.
- What will the student learn? What qualities or skills will the students develop?
- Review confidentiality rules for the site. Are pictures or videos allowed?
- Review the risks associated with this placement. (Risks should directly reflect those listed in the “Learning Plan” form).
- Explain what students should do if harassment occurs. Whom do they contact?
- Talk about service schedule (total number of hours, days and times of the week, etc.)
  - Also discuss beginning and end of service. Students should not volunteer outside of schedule hours until requirement is complete.
- Who can the students contact with questions or concerns about their placement?
- Is there an agency training or orientation to attend? Where? When? How long?
- Where do students check in at the site on their first day?
- How are students’ service hours recorded? (For their course, for the agency?) See the “Service Log” form.
- Give location of site and directions via personal care or public transportation. Where will students park if they drive? What is the cost associated with parking or taking public transit? Emphasize that the student is responsible for getting to and from the site.
- Who will be evaluating the students’ service? Is there a formal evaluation the community partner will fill out in addition to the “Evaluation by Site Supervisor” form?
On Site Orientation Checklist

This checklist should be used to orientate students with the community agency. This should be done on or before the first day of service.

- Tour of site – location of restroom and break room
- Where, and with whom, do students check in each time they arrive at the site?
- Where is the logbook kept (to record service hours)? Review safety rules of the site, location of emergency exits, and emergency procedures. Introduce students to other staff at the agency. Emergency Contact Information: ask students’ permission to share with the college. Review accident procedures at the site and what to do if a student or client is hurt.
Guiding Principles to Reduce Risks in Service Learning for Community Partners

**DO** thoroughly review the Learning Agreement (form 4C) to understand the roles and responsibilities of all parties.

**DO** ensure that service learners comply with any legal requirements for background checks.

**DO** assign a supervisor for service learners at your site.

**DO** orient all service learners to your organization and its policies, procedures, clientele profile, and emergency procedures. This will ensure that service learners act in safe, positive, and productive ways during their placements.

**DO** require that service learners complete a sign-in/out sheet (form 4D) each time they serve, so that you are aware of who is at your organization at all times.

**DO** communicate with college representatives if your organization is experiencing a difficult time with the service learner.

**DO** ensure that you have contact information for a representative at the college, in case problems arise, or accidents happen.

**DO** ensure that you have emergency contact information for service learners found on the Service Learning Contact form (form 4A).

**DO** ask for a copy of the course syllabus that a faculty members gives to the service learners.

**DO** review and sign each student’s Learning Plan (form 4B) to ensure that you can help the students meet their service learning objectives.

**DON’T** share the results of any background check with college representatives.

**DON’T** assume that any final products produces by students are the sole property of the community-based organization. The final products are the property of the student, but more often than not, the student can grant rights to use the product to the community based-organization.

**DON’T** request that service learners do tasks that are beyond their capabilities as volunteers, or beyond their scope of work, as outlined in the Learning Agreement (form 4C).
Appendix A: Forms

FORM 100

Establishing a Successful Service Learning Experience:
A Checklist

The following checklist outlines the process of designing and implementing a service learning project. All forms can be found online at:

All parties; including the community partner, student, faculty member and SCCCE Coordinator must have a copy of all completed forms throughout the process.

Pre-Planning
Form 200 Community Engagement Community Partner Request Form (PG. 19)
• Fill out/send this form to the SCCCE if you are interested in becoming a community partner

Form 225 Community Partner Site Checklist (PG. 21)
• To be filled out by a SCCCE representative upon a scheduled site visit

Orientation
Orientation Interview - Checklist
• To be completed before the first day of service
On Site Orientation - Check List
• To be completed on or before the first day of service

Risk Management
Form 400: Service Learning Assumption of Risk & Release of Liability - For Students (PG. 25)
• This form must be reviewed/signed by student volunteer. Copies given to student/community partner/faculty before the first day of service.

Form 425: College/Agency Agreement for Placement of Students (PG. 27)
• This agreement must be signed by the community partner/SCCCE representative to establish a formal partnership between the agency and the college.

Contacts/Agreements
Form 500 Contact Form (PG. 32)
• Filled out by student/community partner/faculty – copies given to each before or on first day of service

Form 525 Learning Plan (PG. 33)
• Learning and Service Objectives are discussed at orientation interview and mutually agreed upon between community partner and student.
• Student/Community Partner/Faculty have signed and copies given to each before or on first day of service.

Form 550 Service Learning Agreement (PG. 36)
• Reviewed and signed by student/community partner/faculty. Copies given to each before or on first day of service.
Form 575: Service Learner Time Log (PG. 39)
- Service learner signs in/out each time they serve. Should be kept at the service sight.
- Must be signed by site supervisor, student, and faculty member at the end of service.

Evaluation
Form 600: Evaluation by Site Supervisor (PG. 40)
- To be filled out/signed by site supervisor. Ideally, this evaluation is reviewed in a closing interview between the service learner and the community partner supervisor.
- Must be returned to course instructor.

Form 625: Evaluation of Service Process (PG. 41)
- To be filled out and returned to the SCCCE
Community Engagement
Community Partner Participation Request Form

Many organizations find that working with service learning students allows them to expand the capacity of their organization or agency while allowing them to provide students with an opportunity to have a positive learning experience where s/he is able to examine the role of an agency and contribute in a significant manner. The service learning component is a collaborative effort among the appropriate partners: students, community-based agency staff and administrators, teachers, and other recipients of the service. All partners benefit from the service component and contribute to its planning.

The Shasta College Center for Community Engagement has many connections to a variety of faculty across the campus. It is likely that we have a perfect faculty partner, club, or campus organization for your community organization, agency or school.

If you would like our assistance in identifying a campus partner, please fill out this request form as this information will help us locate the best possible fit for your organization. With your consent, this information will also be included in our community organization database.

Please mail/fax/or email it to:
The Shasta College Center for Community Engagement
c/o Heather Wylie, 2300 Building
Shasta College
Redding, CA 96049
Email: SCCCE@shastacollege.edu
Fax (530) 225-4900

Date: ___________ Organization: ________________________________________________
Address: _______________________________ Phone: _______________________________
Contact Name: _________________________ E-mail: ______________________________

1. Briefly describe the mission of the organization/agency. Who is served? In what capacity?
2. Briefly describe the specific project needs, or attach current project descriptions.

3. When would you like to work with students?
   - Spring __________ (year)
   - Fall __________ (year)

4. What special skills do you hope students will bring to your agency?

5. How many hours would you like students to serve at your agency?

6. Are there specific departments/faculty with whom you would like to be partnered?

Please attach any additional information that would assist us in identifying campus partners for your organization.
Community Partner Site Checklist

After receiving the Community Engagement Community Partner Request Form (Form 100), a representative from the Shasta College Center for Community Engagement (SCCCE) will schedule a site visit to ascertain the following criteria to include in our community partner database:

Community Partner (CP): ____________________________________________ Yr. Established: ________
Street Address: ____________________________________________ State______ Zip Code __________
Mailing Address: ____________________________________________ State______ Zip Code __________
General Phone #: (_____) __________________________ Fax#: (_____) __________________________
CP Website: http:// __________________________
Has anyone from CP attended a Shasta College Center for Community Engagement (SCCCE) orientation workshop? ☑Yes ☑No
Month/Year: ____________ / ____________ Attendee:

Provide a brief description of CP purpose or mission:
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Hours of Operation

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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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Organization Type (Please circle)

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<th>Non-Profit</th>
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<td>School: Elementary</td>
<td>School: Middle</td>
<td>School: High</td>
<td>School: College/Univ</td>
</tr>
</tbody>
</table>

Population(s) Served (Please circle - can be more than one)

| Disabled | Gay, Lesbian, Bi, Transgender | Seniors | Youth |
| ESL | Homeless | Special Education | Other: |
| Families | Low Income | Veterans |
| Farm Workers | Men | Women |
Issues Addressed (Please circle - can be more than one)

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<tr>
<th>Advocacy</th>
<th>Environment</th>
<th>Immigration</th>
<th>Public Safety</th>
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<td>Food/Gardening</td>
<td>Job Training</td>
<td>Social Services</td>
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<td>Foster Care</td>
<td>Labor</td>
<td>Substance Abuse</td>
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<tr>
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<td>Global Issues</td>
<td>Law/Legal Aid</td>
<td>Technology</td>
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<td>Arts/Museums</td>
<td>Health/Human Services</td>
<td>Literacy</td>
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<td>Community/Economic Development</td>
<td>HIV/AIDS</td>
<td>Media</td>
<td>Voter Registration</td>
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<td>Homelessness</td>
<td>Nutrition/Fitness</td>
<td>Women’s Issues</td>
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<td>Education</td>
<td>Housing</td>
<td>Peace/Justice</td>
<td>Youth development</td>
</tr>
</tbody>
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Demographics
Total number served annually: ___________

_____ % African American _____ % Asian American _____ % Bicultural/Multicultural _____ % Caucasian
_____ % Latina/o _____ % Native American _____ % Other (please describe) __________________________

Logistics
What is the maximum number of students site can accept/supervise? ____
Is there a public transportation route available? Yes __ No __
What do student need to do to check in at the site? ____________________________________________

How will students track their hours at the site? SC activity log ____ Other _________________

Special Requirements & Preferences
California Drivers License  Required  First Aid Certification  Required
Computer Literacy Required  Fingerprinting Required
CPR Certification Required
Background Check Required
If Required, is Background Check paid for by organization? __Yes __ No __
TB Test Required
If Required, is TB test paid for by organization? __Yes __ No __

Please provide written policies or briefly summarize background check and TB testing policies:
Policy Attached __

Language Needs/Preferences

Required  Preferred

American Sign Language
Cambodian
Chinese
German
Japanese
Korean
Spanish
Community Partner Guide to Community Engagement at Shasta College

Tagalong
Vietnamese
Other

Hours/Days Students Can Perform Service Activities

<table>
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<tr>
<th>Project</th>
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<th>Tuesday am/pm</th>
<th>Wednesday am/pm</th>
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Ongoing Service Learning Opportunities:

Special/Capstone Projects:

Training & Orientation

Is there any specific training that the CP will provide? Yes No
Will training be provided to service learners in:
Community Overview Yes No
Confidentiality Yes No
Emergencies Yes No
Mandatory Reporting on Abuse/Neglect Yes No
Safety Policies/Procedures Yes No
Sexual Harassment Yes No

If “No” to any of these, has SCCCE staff and/or faculty member a tour of facilities where students will be working? Yes No

Briefly describe any additional special training CP will provide.

Site Tour

Has CP given SCCCE staff/or faculty member a tour of facilities? Yes No
Describe site:
Is site wheelchair accessible? Yes No
Has SCCCE staff and/or faculty member been introduced to CP staff who will supervise them? Yes No
Will students be participating in field trips? Yes No
Will CP ask students to sign a waiver? Yes No
Will CP send service learners to serve at sites other than at the primary address? Yes No

If “Yes”, list addressed and descriptions of additional areas students will serve: (attach additional sheets if necessary)
### Risk Identification
- Does your organization have a formal volunteer process in place?
- Are service learning students eligible to sign-up as volunteers?
- Will students ever work unsupervised with clients?
- Will the CP maintain student’s emergency contact information?
- Does CP have general liability insurance? If “Yes”, please attach a copy
- Will the CP cover worker’s compensation for service learners?
- Are there specific health and/or safety risks associated with the student’s specific work assignment? If so, please explain.
- Is there any history of violence, environmental hazards or other health and safety risks on the site? If yes, please explain.
- Describe any specific recommendations for precautions for students working at your site.

### Additional Information
- Will service learner travel for CP business in company car?
- Will service learner travel for CP business in student’s own car?
- Are students allowed to take photographs?
- Will students be asked to bring any materials for orientation or during service hours? If yes, please explain.
- Please note any comments regarding appropriate attire (examples: cover tattoos; wear close toed shoes, no red or blue clothing, etc.)

### CP Supervisor for Signature and Question:
I have met with this SCCCE representative to discuss the items above. The information on this Site Visit Checklist is accurate.

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Title

### Name of the SCCCE Representative Interviewer:
I have made sure that all of the questions have been answered thoroughly and accurately.

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Title
Service Learning Assumption of Risk & Release of Liability
For Students

Caution: This is a release of legal rights. Read and understand it before signing.

The Shasta - Tehama - Trinity Joint Community College District is a public educational institution. References to College (“College”) include all of the Colleges within the Shasta Tehama Trinity Joint Community College District (“STTTJCD”), its officers, officials, employees, volunteers, students, agents, and assigns.

I _______________, will be participating as a service learning student at _______________ (the “Program”) from ______________________ to ______________________.

In consideration of my participation in this Program, I agree as follows:

RISK OF PROGRAM ACTIVITIES: I understand that my participating in the College Program specified above involves risks of physical harm and injury inherent in service activities including, but not limited to, working with people, participating in sports and recreation activities, cleaning and maintenance projects, preparing and serving food, and other service activities.

INSTITUTIONAL ARRANGEMENTS: I understand that College is not an agent of, and has no responsibility for, any third party that I may provide any Program services to. I understand that College provides guidance and facilitates my Program activities only as a component of my service learning experience and that accordingly, College accepts no responsibility, in whole or in part, for loss, damage or injury to persons or property whatsoever, caused to me or others while participating in the Program.

WAIVER OF CLAIMS: I understand that College is not responsible or any loss, injury or damage I may suffer when I am -participating in Program activities and that College cannot and does not guarantee my personal safety. In addition, I specifically acknowledge that in performing Program activities, I am doing so independently., and not as an employee or agent of College. I further waive any and all claims against the College which may arise from such Program activities; I acknowledge that workers’ compensation benefits are not provided to me in my capacity as a student, and I will hold College harmless from any of my negligent acts. I further state that I am not in any way an employee of College in any capacity.

I further agree that I am solely responsible for my own equipment, supplies, personal property and effects during the course of Program activities.

In addition, I agree that if I drive or provide my own motor vehicle for transportation to, during, or from the Program site, I am responsible for my own acts and for the safety and security of my own vehicle. I accept full responsibility for the liability of myself and my passengers, and I understand that if I am a passenger in such a private vehicle, College is not in any way responsible for the safety for such transportation and that College’s insurance does not cover any damage or injury suffered in the course of traveling in such a vehicle.
HEALTH AND SAFETY: I have been advised to consult with a medical doctor with regard to my personal medical needs. I state that there are no health-related reasons or problems that preclude or restrict my participation in this Program. I have obtained the required immunizations, if any. I understand that I may be required to pay-for my medical expenses that I incur while participating in this Program. I recognize that College is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility therefore. College may (but is not obligated to) take any actions it considers to be warranted under the circumstances regarding my health and safety. Such actions do not create a special relationship between the STTTJCD and me. I release the STTTJCD, its officers, officials, employees, volunteers, students, agents and assigns from all liability for any bodily injury or damage I sustain as a result of any medical care that I receive resulting from my participation in Program, as well as any medical treatment decision or recommendation made by an employee or agent of the STTTJCD. I agree to pay all expenses relating thereto and release College and STTTJCD from any liability for any actions.

Participating in any activity is an acceptance of some risk of injury. I agree that my safety is primarily dependent upon taking care of myself. I understand that it is my responsibility to know what personal equipment is required (such as footwear, clothing, and other personal protective equipment) and provide the proper personal equipment for my participation in the Program, and to ensure that is in good and suitable condition. I agree to ask questions to make sure that I know how to safely participate in the Program activities, and I agree to observe the rules and practices which may be employed to minimize the risk of injury while participating in the Program activities. I agree to reduce the risk of injury to myself or others by limiting my participation to reflect my personal fitness level, wearing the proper protection as dictated by the activity, not wearing anything that would pose a hazard to myself or others. I agree that if I fail to act in accordance with this agreement that I may not be permitted to continue in the activity.

ASSUMPTION OF RISK AND RELEASE OF LIABILITY: I understand that I may be injured and lose or damage personal property as a result of participation in the Program. I assume all risks related to the Program activities. Knowing the risks described above, and in consideration of being permitted to participate in the Program, I hereby waive all claims I may have against the District or its employees for any injury, accident, illness, or death occurring during or by reason of participation in the Program. This waiver of claims will bar any claim or lawsuit against the District or its employees in the event the District acts in a negligent manner in connection with the Program.

SIGNATURE: I indicate that by my signature below that I have read the terms of conditions of participation and agree to abide by them. I have carefully read this Agreement and acknowledge that I understand it. No representation, statements, or inducements, oral or written, apart from the foregoing written statement, have been made. This Agreement shall be governed by the laws of the State of California which shall be the venue for any lawsuits filed under or incident to this Agreement or to the Program. If any portion of this Agreement is held invalid, the rest of the document shall continue in full force and effect.

___________________________________________  _______________________________________
Signature of Program Participant                Date

___________________________________________  _______________________________________
Signature of Parent or Legal Guardian (if student is a minor) Date
College-Agency Agreement for Placement of Students

This agreement is entered into this ___ day of __________, 2011, between the Shasta-Tehama-Trinity Joint Community College District ("Shasta College" or "SC"), and ________________________________ ("Agency").

I. STATEMENT OF PURPOSE

A. SHASTA COLLEGE

SHASTA COLLEGE is committed to service in the community and applied learning experiences for its students ("STUDENTS"). This is accomplished both through field education and service learning opportunities on campus. Field education and service learning involve the completion of internship assignments in the local community that tie meaningful learning experiences directly to course content. Through reflective activities, service, and field seminars, students enhance their understanding of course content, sense of civic responsibility, self-awareness, professional development and commitment to the community.

B. Name of Agency (Name and its mission):

C. AGENCY and SC recognize the opportunity for meaningful learning experiences for SC students. SC supports the goals and objectives of the AGENCY program in which STUDENTS will participate.

II. PRIORITIES

A. PROGRAM ACTIVITIES

Activities will be accomplished in accordance with the STUDENT's Learning Agreement, reviewed and agreed upon by the STUDENT, Shasta College and Agency prior to the start of the experience.

The STUDENT shall:

1. Participate in all relevant training by the AGENCY as stated in Section III-A-2, Training and Orientation of this document.
2. Model professional, ethical and appropriate behavior when working with clients, the AGENCY employees and when present at the AGENCY site or otherwise acting on behalf of the AGENCY.
3. Support AGENCY as it pertains to the STUDENT's learning experience Meet the goals of the AGENCY and the related course in which the STUDENT is enrolled.
4. Fulfill the agreed upon scope of work duties,

B. SAFE AND PRODUCTIVE ENVIRONMENT
The AGENCY is committed to providing a safe and productive environment for STUDENTS in the field program. With proper supervision and training by the Community Partner, the risks will be minimized.

1. The AGENCY shall:
   a. Give STUDENT a complete tour of the site, and ensure that the STUDENT is aware of all safety policies and emergency procedures and is able to act responsibly in case of an emergency.

   b. Comply with California law, which may require the AGENCY to obtain fingerprints of STUDENT and submit them to the Department of Justice, and/or the Federal Bureau of Investigation, for a criminal background check. It is the AGENCY’s responsibility to: 1) Determine whether such fingerprinting is required; 2) obtain the STUDENT’s fingerprints; and 3) obtain criminal background clearance from the appropriate agency.

   c. Comply with California law, which may require the AGENCY to require STUDENT to submit results of a Tuberculosis (TB) Test. It is the AGENCY’s responsibility to: 1) Determine whether such TB testing is required; (2) to notify the College in writing of this requirement in advance of the STUDENT’s placement at the worksite and; (3) obtain results from STUDENT.

   d. Notify the appropriate SHASTA COLLEGE program coordinator in writing, within 24 hours, of any health & safety hazards and/or incidents of violence or misconduct involving a STUDENT that occur at the AGENCY worksite or while the STUDENT is acting on behalf of the AGENCY during the contract period.

2. SC will ensure that STUDENT agrees to the following:
   a. Abide by AGENCY rules and regulations while on site and working with AGENCY clients and staff.

   b. His or her actions with clients are safe, positive, productive and ethical.

   c. Support the program and its objectives by providing support for clients and/or AGENCY staff as necessary and agreed upon in Section II-A, Program Activities, of this document.

3. Hold Harmless and Insurance
   a. Mutual Hold Harmless
   SHASTA COLLEGE agrees at all times to defend, indemnify, hold harmless AGENCY, its officers, agents and/or employees for any and all claims, expenses, demands, damages, judgments, causes of action, liability, loss or injury, regardless of their nature or character, in any manner whatsoever arising out of the College’s wrongful acts in connection with this program, unless the proximate cause of such claim, expense,
demand, damage, judgment, cause of action, liability, loss or injury is the sole negligence or willful misconduct of the AGENCY.

AGENCY agrees at all times to defend, indemnify, hold harmless SHASTA COLLEGE, its officers, agents and/or employees, for any and all claims, expenses, demands, damages, judgments, causes of action, liability, loss or injury, regardless of their nature or character, in any manner whatsoever arising out of the Agency’s wrongful acts in connection with this program, unless the proximate cause of such claim, expense, demand, damage, judgment, cause of action, liability, loss or injury is the sole negligence or willful misconduct of the SHASTA COLLEGE.

b. Certificate of Insurance
AGENCY shall provide SHASTA COLLEGE with a Certificate of Insurance, specifically indicating participant inclusion, and showing that coverage includes comprehensive general liability insurance including bodily injury, property damage, and auto liability of at least $1,000,000 combined single limit, and providing for 30 days prior written notice by the insurance company of cancellation, intent not to renew, or material change in coverage. AGENCY shall also provide a separate Additional Insured Endorsement showing SHASTA COLLEGE and its employees as additional insured.

III. STRUCTURE AND SUPPORT OF STUDENT LEARNING AT THE AGENCY

A. AGENCY

1. Site Supervision - The AGENCY shall provide a supervisor, who has been identified in the STUDENT's Learning Agreement, to be responsible for the safety and supervision of STUDENT while on site. The Supervisor shall meet with the STUDENT regularly to facilitate the learning experience and professional development for the STUDENT, to provide support and to review progress on assignments and activities. All AGENCY program staff will support the STUDENT as they interact with him/her and provide guidance and advice as necessary and appropriate. A secondary supervisor will be responsible for the STUDENT in the absence of primary supervision.
   a. The AGENCY supervisor will communicate on a regular basis with the SC staff or faculty member who has assigned the community-based learning experience.
   
   b. The AGENCY supervisor or his or her designee shall meet with the appropriate SC program coordinator in order to facilitate the most mutually beneficial experience for all parties involved, or at the request of any of the parties involved.

2. Training and Orientation – The AGENCY supervisor shall provide specific training needed by the STUDENT prior to his/her working with clients or providing service.

3. Work Space - STUDENT will have an appropriate space at the AGENCY site in which to conduct his/her assigned work. AGENCY will provide access and training for any and all equipment necessary for STUDENT to fulfill his/her service role.
4. Evaluation/Field Assessment
   a. The AGENCY supervisor, in collaboration with the STUDENT, will complete and return the required student evaluation regarding quality of service that the STUDENT provided to the AGENCY at the end of each semester, or as agreed upon in the STUDENT’s Learning Agreement.

   b. The AGENCY supervisor will complete and return any required evaluations of the quality of service provided by SC staff, faculty and STUDENTS as agreed upon in the COLLEGE-AGENCY AGREEMENT FOR PLACEMENT OF STUDENTS and the STUDENT’s Learning Agreement.

B. SC will assign STUDENT to the AGENCY in connection with courses offered by SHASTA COLLEGE academic departments, institutes and programs.

B. Training and Reflection – Staff of the appropriate SC academic department, institute or program and/or SC faculty will provide training for STUDENT regarding responsibilities in Section II and will provide opportunities for STUDENT to reflect upon his/her experience working at the AGENCY worksite.

C. Supervision and Accountability - The appropriate SC program coordinator will work with the STUDENT, AGENCY and SC faculty to meet the expectations and priorities of the AGENCY site.

IV. LENGTH OF AGREEMENT TERM

A. Initial Term – SC and AGENCY have reached this initial agreement for the term beginning ______________________, _____, and ending ______________________, ______. This agreement shall become effective upon execution. This agreement may be terminated by either party without cause after giving the other party 30 days advance written notice of the intention to terminate.

B. Renewal Process – This agreement may be renewed every ______ years. The renewal process is based on STUDENT feedback, AGENCY evaluations and SC faculty desire to continue this relationship for the purpose of community-based learning under the conditions that:

   1. The SC and AGENCY continue to be committed to actively supporting the goals of the other.
   2. The STUDENT work is meaningful and helps to provide essential support to the AGENCY.
   3. The relationship is consistent with the goals of the AGENCY, SC, STUDENT and faculty.

This document reflects my understanding of the relationship.

AGENCY

________________________________________
Authorized Signatory

SHASTA COLLEGE

________________________________________
Program Director
### Community Partner Guide to Community Engagement at Shasta College

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Contact Information

This form should be completed at the beginning of the service learning placement. All parties should retain a copy of this information to facilitate on-going communication.

Student Information
Name of Student: ________________________________ 
(Semester) (Year)
Phone: ________________________________ Email: ________________________________
Service Learning Course: ____________________________________________________________

Faculty Information
Name of Faculty: ____________________________________________________________
Phone: ________________________________ Email: ________________________________
Campus Address: _________________________________________________________________

Agency Information
Name of Agency: _______________________________________________________________
Agency Address: _________________________________________________________________
Supervisor Name & Title: ________________________________
Phone: ________________________________ Email: ________________________________
Fax: ________________________________ Web Site Address: ________________________________
Learning Plan

This form is required of all service learning students at Shasta College. It should be discussed and completed during the orientation interview between the student and community partner. Copies should be given to the student/community partner/faculty member.

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<td>Agency/Site: ___________________________</td>
<td>Phone #: _______________________________</td>
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<tr>
<td>Site Supervisor: ________________________</td>
<td>Phone #: _______________________________</td>
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<td>Address: _______________________________</td>
<td>Approximate # of Hours: ________________</td>
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<td>Site Supervisor Signature: __________________</td>
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Learning Objectives: What do you hope to learn from this service experience – about the agency, about the challenges and assets of the population with whom you will be working, about yourself, about your community – and how does this connect with your course work?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Service Objectives: Identify and describe the nature of the service activities in which you will be engaged. The service objectives should be designed to help you work toward your learning objectives.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Site Supervisor

- Agrees to guide this student’s work and to submit a brief evaluation of his/her achievement provided to the site supervisor (see evaluation) at the end of the semester.
- Agrees to discuss any concerns about the service learner’s performance with him/her direct, and with the faculty member if necessary.

Site Supervisor Signature: _________________________ Date: _____________________________
Learning Plan

Faculty Member
I have examined and approved ________________________ ‘s learning plan.

Faculty Member Signature: ___________________________ Date: ___________________________

Student Service Learner

Guidelines

• **Ask for help with in doubt:** Your site supervisor understands the issues at your site and you are encouraged to approach him/her with problems or questions as they arise. S/he can assist you in determining the best way to respond to difficult or uncomfortable situations. Feel free to contact your professor or the community engagement office with questions concerning your placement.

• **Be punctual and responsible:** Although you are volunteering your time, you are participating in the organization as a reliable, trustworthy and contributing member of the team. Both the administrators and the person whom you serve relay on your punctuality and commitment to completing your service hours/project throughout your partnership.

• **Call if you anticipate lateness or absence:** Call the site supervisor if you are unable to come in or if you anticipate being late. Be mindful of your commitment, people are counting on you.

• **Respect the privacy of all clients:** If you are privy to confidential information with regard to the persons with whom you are working (i.e. organizational files, diagnostics, personal stories, etc.), it is vital that you treat it as privileged information. You should use pseudonyms in your course assignments if you are referring to clients or the people you work with you at the service site.

• **Show respect for the community partner you work for:** Placement within community programs is an educational opportunity and a privilege. Keep in mind, not only are you serving the community but the community is serving you by investing valuable resources in your learning.

• **Be appropriate:** You are in a work situation and are expected to treat your supervisor and others with courtesy and kindness. Dress comfortably, neatly and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of Shasta College’s ongoing community engagement program.

• **Be flexible:** The level or intensity of activity at a service site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and producing positive outcomes for everyone involved.

Limitations

Don’t report to your service site under the influence of drugs or alcohol.
Don’t give or loan a client money or other personal belongings.
Don’t make promises or commitments to a client you cannot keep.
Don’t give a client or agency representative a ride in a personal vehicle.
Don’t tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
Community Partner Guide to Community Engagement at Shasta College

Don’t tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of their age, race, gender, sexual orientation, religion, ability, class status or ethnicity.

Learning Plan

Don’t engage in any type of business with clients during the term of your service.
Don’t enter into personal relationships with a client or community partner representative during the term of your service.

** If you feel that your rights have been or may be violated, or that any of the above stated limitations have been violated, please contact the director of The Shasta College Center for Community Engagement (530) 242-2337

Agrees/Understands:

- Agrees to act in a responsible manner while representing Shasta College at the service learning placement site, and abide by all rules and regulations that govern the site in which s/he has been placed.
- Understand the connection between the service learning course, and the service and learning objectives to be fulfilled at the service site.
- Has participated in an orientation interview with both the course faculty and community partner supervisor and read the above stated guidelines and limitations and understands her/his role as a service learning student in working with the community partner.
- Understands and acknowledges the following risks involved with this service placement (per discussion with the community partner supervisor), and enters into the service learning placement fully informed and aware.

  Risks:
  __________________________________________________________________________
  __________________________________________________________________________
  __________________________________________________________________________
  __________________________________________________________________________
  __________________________________________________________________________

  • Agrees to devote _____ hours per week/month for a total of ____ hours, effective from _________________ to _________________ in order to fulfill the service objectives described above.
  • Agrees to complete any forms, evaluations or other paperwork required by either the course or the site supervisor.

Student Signature: ________________________________  Date: ________________________________
FORM 550

Service Learning Agreement: Student

I, ________________________________, realize that by choosing to participate in a service learning
Name of Service Learner
Component of ________________________________, at Shasta College, for the
Name of Course
______________________________ semester, I will act responsibly and agree to the following
Semester/Year
conditions of this service learning agreement:

• to be punctual and conscientious in my attendance for the duration of my service
   learning placement. I will notify my supervisor in advance if I am unable to participate
   as scheduled;
• to consider as confidential all information concerning other people, employees, and
   agencies/organization;
• to make my work the highest quality and accept supervision graciously;
• to conduct myself with dignity, courtesy, consideration and in a professional manner;
• to notify my instructor and/or the Center for Community Engagement of any problems,
   emergencies, safety hazards, concerns or suggestions regarding my activities;
• to complete all course assignments stated related to my service learning requirements
   which would include my reflection and service activities;
• to actively pursue meaningful learning experiences that relate to my service learning
   course material while serving at my placement by asking questions and searching for
   answers through experiences gained by service activities, conducting interviews,
   participating in special activities of interest, etc.;
• to use the forms provided by the College and instructor to plan, monitor and evaluate
   my service learning placement;
• to fulfill my hour requirements with the agency even if it is less than the class
   requirement;
• to arrange my own transportation to and from this activity unless other arrangement
   can be made with my agency supervisor or college;
• to notify my agency supervisor and instructor of the termination of my service to the
   placement if I cannot fulfill my hour requirement because of circumstances which are
   beyond my control.
**Service Learning Agreement: Community Partner**

The service agency or organization and its designated supervisor understand and agree that they are:

- to plan for and monitor the student’s(s’) service learning placement using the forms provided by Shasta College and the course instructor;
- to orient the student to the overall operation of the agency and its role in addressing social issues and needs;
- to designate a qualified person to supervise the student’s(s’) time, activities and learning and to evaluate the student’s(s’) performance;
- to introduce the student to appropriate staff and orient them to their tasks and roles and ensure all available learning opportunities relevant to the student(s) course material;
- to provide adequate initial training/direction to the student so that they feel comfortable with the assignment and can proceed with appropriate independence;
- to help the student(s) gain experience and knowledge relating to the course objectives designated for the placement by the instructor (the instructor and community partner will assess the learning opportunities available at the placement and assign course objective for the student accordingly);
- to contact the instructor and/or Center for Community Engagement should a problem arise with the student’s(s’) performance;
- to assist the course instructor in assessing the student service learning performance by completing an evaluation form supplied by the instructor and/or Center for Community Engagement (see forms 6A-6B).

**Service Learning Agreement: Faculty**

The faculty member integrating service learning into her/his course understands and agrees that they are responsible:

- to work collaboratively with the community partner to arrange the service placement and assign student(s) to the agency;
- to provide adequate orientation to service learning pedagogy, the partnering agency and the connection between the agreed upon service and course goals;
- to monitor the student’s(s’) progress in the agency through on-going communication with the student(s) and site supervisor;
- to facilitate solutions to problems which may arise in the service learning placement;
- to review the agency’s evaluation of the service learning experiences and student(s).
Service Learning Agreement of Terms

The undersigned participants in this service learning program do agree to the terms and expectations of this service learning agreement:

____________________________________  ____________________
Service Learner                     Date

____________________________________  ____________________
Faculty Member                      Date

____________________________________  ____________________
Agency Supervisor                   Date

The original document should be sent to The Shasta College Center for Community Engagement. Each party should retain a copy.
Service Learner Time Log

Name: ______________________  Semester: ______________________

Course: _____________________  Instructor: _____________________

Community-Based Organization Info.  Service Learning Placement

Address: _____________________  Begins: _______________________  

Phone: ________________________  Ends: _______________________

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Total Hours: ____________________  Student Signature: ________________________

Site Supervisor Signature: ____________________________  Course Supervisor Signature: ____________________________
Community Partner Guide to Community Engagement at Shasta College

Evaluation by Site Supervisor

This student performance evaluation to be completed by site supervisor:

Student Name: ____________________________ Date: ____________________________

Placement Site: ____________________________ Site Supervisor: ____________________

Evaluation Period: ____________________________ # of Hours Worked: ____________________

Course Name and #: ____________________________ Instructor Name: ____________________

A. Please rate the service learner’s performance in the following areas:
   (1 – Unsatisfactory, 3 – Satisfactory, 5 – Excellent. N/A if not applicable)
   1. Fulfillment of Learning Plan Objectives............................................. 1 2 3 4 5 N/A
   2. Sensitivity toward people with whom s/he worked............................. 1 2 3 4 5 N/A
   3. Responsibility for regular attendance and punctuality.......................... 1 2 3 4 5 N/A
   4. Quality of performance of service activities........................................ 1 2 3 4 5 N/A
   5. Commitment to completing tasks....................................................... 1 2 3 4 5 N/A
   6. Adaptability to change (i.e. scheduling, agency needs, etc.)............... 1 2 3 4 5 N/A
   7. Respect for confidentiality................................................................. 1 2 3 4 5 N/A
   8. Awareness of role in the community.................................................. 1 2 3 4 5 N/A
   9. Enthusiasm for service activities....................................................... 1 2 3 4 5 N/A
   10. Benefit of service provided agency.................................................. 1 2 3 4 5 N/A

B. Please explain any less than satisfactory ratings (i.e. rating of 1 or 2):
C. Please comment on the student’s greatest strengths and any areas for improvement that may
   assist the course instructor in evaluating the student’s ability to enter, participate in and exit a
   community agency responsibly and sensitively.
D. Is there anything this service learner did that was particularly creative or noteworthy? Feel free
   to continue comments on the other side of form.

Please complete and return a copy to the course instructor. This evaluation will be considered in
assessing the student’s performance in his/her academic course.
If you have any questions, contact The Shasta College Center for Community Engagement at
SCCCE@shstacollege.edu or (530) 242-2337. Thank you!

_________________________________________ ________________________________
Signature of Site Supervisor                  Date

Evaluation: Form 5B
Evaluation of Service Learning Process by Community Partner

The following evaluation provides you an opportunity to offer feedback to both the faculty member you worked with and The Shasta College Center for Community Engagement. Please be as frank and as specific as possible. Many thanks for taking the time to assist us in this effort!

Please complete & return this evaluation by the end of the semester via fax/mail/or email to:
The Shasta College Center for Community Engagement
Fax: (530) 225-4900
Email: SCCCE@shastacollege.edu
Address: 2300 Building, Shasta College Redding CA, 96049-6006

Name: __________________________________ Position: ________________________________

Agency: ___________________________________ Date: ________________________________

Address: _________________________________ Phone: _____________________________

Shasta College Course Name/Number: _____________________________________________

C. Effectiveness of Service Learning Students to Your Organization

1. How many service learners did you work with at your organization this semester?

2. Were students adequately prepared for the work they did with your program? YES/NO. Please explain

3. Did the amount of time and effort required of you/your staff to supervise service learning students outweigh the beneficial aspects of the service students provided? YES/SOMEWHAT/NO. If you answered YES or SOMEWHAT, what could be done to help alleviate this problem?

4. What benefits do you think the Shasta College service learning students received as a result of their service with your organization this semester? (i.e. greater understanding of surrounding community, how to reach out to your population, etc.)
D. Impact of Service Learner Participation on Organization

1. Did having service learners increase the capacity of your program? YES/NO

2. Please describe an example of how the people who connect with your organization benefited from the service of the Shasta College service learner this semester.

3. Were there any drawbacks/barriers to student participation in your program? YES/NO
   Please explain.

E. College Support of Service Learning at Your Organization

1. Were there barriers to establishing/maintaining a cooperative working relationship with the faculty of your service learners? YES/NO If YES, please describe the barriers. If NO, please comment on how the faculty supported this partnership (i.e. ongoing communication through phone calls, site visits, etc.)

2. What could faculty do to provide your program better support?

3. What could The Shasta College Center for Community Engagement do to provide your program with better support?

F. General

1. Please rate the effectiveness of the service learning partnership by checking the appropriate rating and explaining why the partnership was/was not effective.

   1 – not at all effective, 2 – somewhat, 3- effective, 4- very effective

2. Are you interested in continuing as a service learning partner in the future? YES/NO If NO, why not? If YES, is there anything you would like to do differently in the future?

Additional Comments/Suggestions: (Feel free to attach additional sheets if necessary)