



# ECKERD COLLEGE

Reflective Service Learning  
A Quality Enhancement Plan For Eckerd College  
St. Petersburg, Florida

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The Eckerd College Quality Enhancement Plan (QEP) is designed to strengthen the College's academic program by incorporating reflective activities, based on best practices, in credit-bearing service-learning courses. In the early stages of the project, faculty will be introduced to reflection and assessment strategies through training sessions led by reflective service-learning and assessment experts. Over the course of the project, fifteen faculty members will be selected as Service-Learning Fellows who will design and deliver new or revised reflective service-learning courses and eventually serve as resources for their community partners and their faculty colleagues.

Our QEP student learning outcomes were developed after an extensive review of the literature on service-learning; numerous, ongoing discussions among members of the Eckerd College community; and a thorough review of Eckerd's institutional data. Until recently, the typical measures of successful service-learning experiences have been based on student satisfaction, as measured by self-reports, rather than on direct measures of students' performance. Our focus on *reflective* service-learning indicates our intent to assess outcomes beyond self-reported measures of student satisfaction.

Our assessment will focus on student learning outcomes in three categories:

- Critical thinking and creative problem solving;
- Civic engagement and leadership;
- Multiple perspectives on issues and openness to diversity.

The QEP Director and Advisory Committee, the Office of Institutional Effectiveness, and the Service-Learning Fellows will collaborate in assessing the outcomes of our fifteen new service-learning courses, the overall impact of our QEP, and the implementation of process. The Service-Learning Fellows will develop classroom assessment techniques appropriate for their courses and will collect data from these activities for the assessment process. They will also collect data with an agreed-upon, common set of measures that will be used in all fifteen new service-learning courses. The QEP Director, assisted by the QEP Advisory Committee and the Office of Institutional Research, will annually aggregate the data for all of the new service learning courses, reflect on the data, suggest recommendations for the improvement of the program, and prepare a report for the campus community on the progress of the QEP.

By the end of the QEP project, we anticipate that reflective service-learning will have had a transformational impact on three major areas of student learning outcomes: critical thinking and problem-solving, civic engagement and leadership, and openness to diversity.