1. **Application of Knowledge** (Application of Knowledge SJFC College-Wide Learning Goals)

**Outcomes:** Students will test experiences in the community against knowledge gained through academic work and apply course content to community issues in order to achieve solutions to civic dilemmas.

**Example Evidence (Assignment/Assessment):** Student Impact Assessment Survey (Enhanced Classroom Studies questions), writing on how SL relates to students’ academic learning and how course context relates to their service.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Developing</th>
<th>Foundational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connects and extends knowledge (facts, theories, etc.) from one’s own academic study/field/discipline to civic engagement and to one’s own participation in civic life.</td>
<td>Analyzes knowledge (facts, theories, etc.) from one’s own academic study/field/discipline making relevant connections to civic engagement and to one’s own participation in civic life.</td>
<td>Begins to identify knowledge (facts, theories, etc.) from one’s own academic study/field/discipline that is relevant to civic engagement and to one’s own participation in civic life.</td>
</tr>
</tbody>
</table>

2. **Communication** (Communication SJFC College-Wide Learning Goals)

**Outcomes:** Students will tailor communication strategies to effectively express, listen, and adapt to others in order to incorporate an understanding of their audience’s diverse needs, establish relationships, and collaborate with others.

**Example Evidence (Assignment/Assessment):** Student Impact Assessment Survey (Professional Skills Questions); Reflective writing, meeting reports, presentation of scientific posters, videotape of workshop given to clients, marketing proposal.

<table>
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<tr>
<td>Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.</td>
<td>Effectively communicates in civic context, showing ability to express, listen, and adapt ideas and messages based on others’ perspectives.</td>
<td>Communicates in civic context in most of these areas: express, listen, and adapt ideas and messages based on others’ perspectives.</td>
</tr>
</tbody>
</table>

3. **Intellectual Engagement** (Intellectual Engagement SJFC College-Wide Learning Goals)

**Outcomes:** Students will understand a problem, generate solutions, evaluate final outcomes, and reflect on academic, professional, and civic learning.

**Example Evidence (Assignment/Assessment):** Student Impact Assessment questions (Q&R), Faculty Impact Assessment (5f) in-class debrief on understanding the problem and finding a solution; analytical paper

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<tr>
<td>Demonstrates an enhanced understanding of the complexities of the issues and extent of the problems and ability to develop a solution that can address the primary issues. Shows adeptness at reflecting on their academic, professional, personal, &amp; civic learning.</td>
<td>Demonstrates an awareness of the strengths and challenges of their community partner and the issues and proposes possible solutions. Shows some reflective insight concerning their academic, professional, personal, &amp; civic learning.</td>
<td>Begins to identify information regarding the issues and solutions and reflect on academic, professional, personal, and civic learning.</td>
</tr>
</tbody>
</table>

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St. John Fisher College Civic Engagement Student Learning Goals (rev. 5/2016)
### 4. Diversity and Cultural Understanding (Diversity and Cultural Understanding SJFC College-Wide Learning Goals)

**Outcomes:** Students will use a growing understanding of diversity and cultural differences and skills needed to work within diverse communities and cultures to solve community issues.

**Example Evidence (Assignment/Assessment):** Faculty Impact Assessment (5g), Final Projects, cultural communication writing assignments & journals, in-class debrief on cultural perceptions.

<table>
<thead>
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<tbody>
<tr>
<td>Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others’ engagement and diversity.</td>
<td>Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.</td>
<td>Has awareness that own attitudes and beliefs are different from those of other cultures and communities.</td>
</tr>
</tbody>
</table>

### 5. Ethical Integrity (Ethical Integrity SJFC College Wide Learning Outcomes)

**Outcomes:** Students will practice ethical decision-making and civic responsibility to achieve reciprocally beneficial partnerships and projects.

**Example Evidence (Assignment/Assessment):** Student Impact Assessment Survey (Civic Engagement Questions), Faculty Impact Assessment (5h), case study discussion in-class.

<table>
<thead>
<tr>
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<th>Foundational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates ability to practice ethical decision-making and civic responsibility to achieve reciprocity.</td>
<td>Demonstrates an awareness of ethical decision-making and civic responsibility to achieve reciprocity.</td>
<td>Has been exposed to ethical decision-making and civic responsibility to achieve reciprocity.</td>
</tr>
</tbody>
</table>

### 6. Civic and Community Engagement (Application of Knowledge SJFC College-Wide Learning Goals)

**Outcomes:** Students will increase their awareness and concern about the needs in the community and will have the motivation to make a positive difference.

**Example Evidence (Assignment/Assessment):** Student Impact Assessment Survey (Civic Engagement Questions), Faculty Impact Assessment (5h), final PowerPoint presentation.

<table>
<thead>
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</tr>
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<tbody>
<tr>
<td>Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.</td>
<td>Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.</td>
<td>Performs the tasks in isolation of the context.</td>
</tr>
</tbody>
</table>
Student Name: ___________________________ E-Mail: ____________________________

Course: ____________________________ Semester: ____________________________

Local Address: ______________________________________________________________________

Local Phone: _________________________ Cell Phone: ____________________________

Student Agreement

I, ____________________________ agree to the following as a participant of community-based service-learning at St. John Fisher College:

• I understand the responsibilities of my service project, deadlines, and related course assignments. I will be graded on the learning outcomes and not for service hours.
• I acknowledge that there are inherent risks in service-learning. I have been provided with information on the challenges and opportunities of the service site and understand common sense safety standards.
• I have been given professional behavior and expectations information provided in the Introduction to Service-Learning Video. I agree to behave in a professional and courteous manner and abide by the site’s policies and rules which include avoiding use of electronic devices except for emergency situations, dressing in a professional manner, and maintaining confidence of information about the agency.
• I agree to communicate with my supervisor, course instructor and/or Dr. Lynn Donahue, Director, Center for Service-Learning and Experiential Learning Support, any concerns or questions I have about the service-learning assignment. An alternative site can be made available if necessary.
• I understand that the course instructor and agency reserves the right to terminate my service work in cases of negligence or harm.

Signature: ___________________________ Date: ____________________

Permission to Use Photographs and/or Video

I grant to St. John Fisher College the right to take photographs or video of me in connection with my service work. I authorize St. John Fisher College to use and publish photographs, with or without my name, for lawful purposes for advertising, evaluation, or other publications in print and/or electronically.

I have read and understand the above:

Signature ___________________________ Date ____________________

Permission to Use Student Work

I authorize St. John Fisher College to use and publish copies of my course work related to my service assignment (reflections, final products, Power Points, class evaluations), without my name, for advertising, evaluation, or other publications in print and/or electronically.

I have read and understand the above:

Signature ___________________________ Date ____________________

Emergency Contact

Name: ____________________________ Relationships: _______________ Phone #: _______________

Please return to Dr. Lynn Donahue; Ralph Wilson 217; 385-7342; ldonahue@sjfc.edu
Top 10 Tips for Service-Learning Success

Dr. Lynn Donahue, Director, Center for Service-Learning and Civic Engagement

#1: Challenge Yourself
Take advantage of this opportunity to learn about your community, test out potential career options, gain new networking contacts, gain new skills, and learn new things about yourself. You may feel unsure initially, but the best learning comes from new experiences.

#2: Be On Time and Reliable
Your community partner relies on you to be there at the agreed time and counts on you to complete your project. It’s crucial that you show up at your agency during your pre-established work schedule. If you need to be late or miss a work date, please notify your partner.

#3: Know your Assignment
Make a good first impression by knowing the project guidelines well and communicating this to your partner during your first meetings.

#4: Create a Quality Product or Service
Learn about needs of your community partner and be flexible – sometimes your ideas won’t meet the community partners’ needs. Listen and be willing to modify your product if that’s the feedback you’re receiving. Do your best work.

#5: Use Professional Verbal and Nonverbal Communication
When arranging a meeting, call or e-mail with enough lead time. If your partner contacts you, return communication promptly. If you have questions, ask. Good eye contact and strong handshake conveys confidence. Dress appropriately. You are a representative of Fisher.

#5: Follow the Agency’s Expectations and Policies
Use formal names unless told otherwise. Avoid gossip and protect your own and others’ privacy and confidentiality. Never engage in, or tolerate from others, verbal exchanges or behavior that may be perceived as discriminatory or sexual.

#6: Reduce Barriers
When you enter the community, ignore stereotypes of community, be open minded, and be positive and have fun! You will reduce barriers and increase understanding.

#7: Be Safe
Map out your route so you know where you’re going for your first visit. Find out where to park. If you’re concerned, please let your supervisor or instructor know. Be cautious and use common sense (i.e. keep doors locked). When you can, travel with others. Report any incident.

#9: Respect Boundaries
Don’t give a client a ride in a personal vehicle. Don’t give or loan clients’ money. Don’t share too much personal information (phone no., address, etc.). Don’t visit people in their homes.

#10: Have fun
You’re been given a great opportunity. Have a positive mindset and you’ll have a wonderful experience.
<table>
<thead>
<tr>
<th><strong>Learning Goal</strong></th>
<th><strong>Expected Outcomes</strong></th>
<th><strong>assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the role of biodiversity at the genetic, community, and ecosystem</td>
<td>Be able to calculate common quantitative measures and indices of biodiversity at the genetic, community, and ecosystem level, including alpha, beta, and gamma diversity</td>
<td>Exams, quizzes, homework</td>
</tr>
<tr>
<td>level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the ecology, evolutionary history, life history, and distinctive</td>
<td>Be able to describe the basic morphological, ecological, and behavioral attributes local animal species</td>
<td>Exams, quizzes, homework</td>
</tr>
<tr>
<td>adaptations of major animal taxa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the local animal species discussed in class, and their habitat and</td>
<td>Be able to identify use guidebooks, keys, and other credible resources to identify animal species.</td>
<td>Service project field work</td>
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<tr>
<td>diet preferences, tracks, scat, dens, nests and other signs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand the theory and practice of biodiversity and population survey</td>
<td>Be able to conduct biodiversity surveys of taxa featured in the service project, and analyze and interpret the results</td>
<td>Service project field work</td>
</tr>
<tr>
<td>techniques and calculations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand principles of experimental design and hypothesis testing</td>
<td>Be able to apply the scientific method in conducting research in the laboratory and in the field.</td>
<td>Service project plan</td>
</tr>
<tr>
<td>Understand basic concepts of biogeography and geology</td>
<td>Be able to research the geological and biogeographic history of a site.</td>
<td>Exams, quizzes, homework</td>
</tr>
<tr>
<td>Understand the types of ecological, symbiotic, and trophic interactions</td>
<td>Be able to recognize, and describe specific examples of, ecological interactions between biotic and abiotic factors within ecosystems</td>
<td>Exams quizzes homework</td>
</tr>
<tr>
<td>Understand the evolutionary history and fossil record of animal taxa</td>
<td>Be able to describe the phylogenetic relationships between extant and extinct species, in the context of the geological time scale.</td>
<td>Exams, quizzes, homework</td>
</tr>
<tr>
<td>Understand how to communicate scientific information effectively</td>
<td>Be able to produce graphs, tables, figure legends, and concise, well-articulated reports of results</td>
<td>Service project final product</td>
</tr>
</tbody>
</table>
St. John Fisher College
Center for Service Learning and Civic Engagement

Student Impact Assessment
To be filled out by students following the completion of service learning projects

Please answer the following questions, using the scale below

strongly agree    agree    not sure    disagree    strongly disagree

• I gained knowledge, skills, or awareness that has added value and meaning to this course
• SL helped me better understand the material from class sessions and course readings.
• SL helped me understand how course concepts can be applied to real world issues.
• SL challenged me to understand a problem and generate solutions.
• SL increased my desire to serve my community, to make a positive difference.
• Working in community settings developed cross-cultural awareness and understanding of others who are different than me.
• SL helped me to become more aware of the needs in the community.
• SL strengthened my ability to be accountable and take initiative for my assigned work.
• SL strengthened my collaboration skills as a team member and taught me how to work together with supervisors and clients/customers.
• I was able to effectively express, listen and adapt to others when communicating with clients and supervisors.
• I strengthened my leadership skills through the planning and development of the project
• SL allowed me to explore my abilities and career options.
• Writing assignments, in-class discussions, and/or exercises
• Helped me to reflect on my service work and create connections between SL and the academic coursework.
• I received the support I needed to complete the SL Project from either my instructor or community partner.
• I plan on doing further community service work on my own while at Fisher or upon graduation.
• I am interested in doing service-learning as part of future courses if it fits with my degree requirements.

Please answer the following questions in a few sentences

• How did the SL project help you understand the course content and enhance the meaningfulness of what you learned in class? AND VICE VERSA How did you apply your course content to your SL work in the community?
• What have you learned about (or changed in the way you think about) the people you have "served", the issues in our community, and/or your role in our community? What professional or personal learning did you develop?
• How was your final product and/or client support effective in meeting the needs of your community partner? If it didn't meet the identified needs, why not?
• Do you have anything further you would like to share? Any suggestions for improvement or advice you can give to future SL students?
Community Partner Impact Assessment
(this survey is to be filled out by the community partner organization following the completion of the service learning project)

Please enter your name and title

Enter the number of students you worked with

Please answer the following questions, using the scale below

strongly agree agree not sure disagree strongly disagree

- Product meets or will meet the particular needs of our organization or program identified before the semester began.
- Students' CB product will be used by our organization or program in the near future.
- Students' product was professional and of high quality.
- Students provided contributions that we would not otherwise have completed at this time.
- Students took initiative and followed through in performing their assigned work.
- Students had a positive attitude and were open to learning.
- Students used communication skills effectively with staff and clients.
- Students demonstrated an ability to work collaboratively as a team member and with staff and clients.
- Students seemed prepared for their experience and applied the knowledge and skills needed to accomplish their service goals.
- Students became more aware of the needs of the clients/program and expressed increased concern about the needs in the community.
- Students showed evidence of being able to "think on their feet" and come up with new ways of solving problems.
- I am satisfied with the planning process (e.g. pre-semester identification of needs and project parameters; use of Action Plan Time-line).
- I am satisfied with the communication process (e.g. communication of expectations with faculty and/or Center Director; mid-semester communication by faculty/Center Director/students).
- I am satisfied with the oversight and supervision students received at our organization (e.g. student orientation; mid-semester meetings).
- I am satisfied with the quality of St. John Fisher College's engagement with the community.

Please answer the following questions in a few sentences

- Can you describe in more detail how the products you received will meet your needs and be used within your organization? What was the most valuable contribution? If applicable, use this section to also describe other benefits other than the finished product (e.g. provided new ideas and perspectives, helped us better understand our program needs).
St. John Fisher College
Center for Service Learning and Civic Engagement

- If the product did not meet your needs, won't be used by your organization, or you're dissatisfied with the outcomes can you please describe why?
- Please assess the impact of students' Service-Learning Client Support (CS) (e.g. tutoring, one on one training, educational workshops, sharing a meal, interviewing). If this section is not relevant, please check Not Applicable.
- Can you describe in more detail how the students' client support met your needs and impacted your clients? What was the most valuable contribution? If applicable, use this section to also describe other benefits other than the intended client support (e.g. provided new ideas and perspectives, helped us better understand our program needs).
- If students did not meet your clients’ needs or you were dissatisfied with the outcomes, can you please describe why?
- If you'd like to comment on one or more students' performance by name (exceptional performance or challenges), please feel free to add these comments here. These comments will be viewed by the instructor after grades have been entered.
- Please describe your perception of the College's engagement with the community.
- What planning and preparation changes would you suggest to improve the experience?
- Because of this experience, do you anticipate the partnership with SJFC will continue?
- We're always planning for future service-learning projects. Please describe any future needs that students could satisfy through service-learning projects (e.g. biodiversity surveys, environmental assessment reports, educational and outreach materials, statistical analysis, literature research, public relations or advertising materials, etc....)
- Service-Learning projects can turn into internships. Please comment below if you are interested in providing an internship in your program to continue the work begun this semester, or to implement the students' proposals or plans.
- Please provide further comments if you wish.
Faculty Impact Assessment
To be filled out by faculty following the completion of service learning projects

Please answer the following questions, using the scale below

- strongly agree
- agree
- not sure
- disagree
- strongly disagree

- Course Goals: Service-learning helped accomplish the course goals.
- Added Meaning: Students gained knowledge, skills, or awareness that has added value and meaning to this course.
- Added Understanding: The service experience helped students better understand material from class sessions and readings.
- Applied Learning: SL helped students understand how course concepts can be applied to everyday life.
- Initiative: Students developed the ability to take initiative through the development and/or implementation of the SL project.
- Problem Solving: SL challenged students to think on their feet and come up with new ways of solving problems.
- Social Awareness: Working in community settings developed cross-cultural awareness and understanding.
- Civic Awareness: SL helped students to become more aware of the needs in Rochester and our greater community.
- Communication Skills: SL strengthened students' ability to effectively express, listen, and adapt to others when communicating with clients, supervisors, and/or peers.
- Cooperation: SL strengthened students' collaboration skills as a team member.
- Expertise: SL strengthened my ability to share my expertise.
- Research: SL contributes to my research agenda.
- Service: SL contributes to my service to the campus or the community.
- Community partnerships: SL resulted in enhanced community collaborations and relationships.
- Mission: SL helps fulfill this college's mission.

- About how many TOTAL hours were students engaged in service learning? Please include direct Client Support (e.g. tutoring sessions, interviewing, workshop delivery) AND on and o-site Capacity Building Product creation (e.g. marketing plan, research report, life biography) AND community partner and team meetings on and o-site.
- If any of the outcomes were not beneficial, which ones were not and why? What is the primary area that needs enhancement to improve the experience for next me (e.g. on-site orientation and supervision, students’ project management, SL course assignments and reflection, pre-course faculty training and/or project development support)?
- Value of Service-Learning: Please describe the value service-learning provided your course and your students' learning in the categories mentioned above. How has the experience enhanced your
In what way was the students' service to their community partner effective in meeting the identified needs of the community partner? Please include a description of the most impacting capacity-building products your students produced and/or the client support your students provided, and in what ways the outcomes were beneficial.

In what way were the relevant course assignments effective in helping students link the service experience with course content and apply course content to the service (e.g. written assignments, reflective journals, in-class reflection exercises, final portfolios and presentations)? How did the SL assignments enable students to gain and/or reflect on personal, professional, and civic skills?
BIRD SPECIES AT GANONDAGAN STATE HISTORIC SITE

NEW YORK STATE OFFICE OF PARKS, RECREATION AND HISTORIC PRESERVATION

ENVIRONMENTAL FIELD OFFICE
1488 STATE ROUTE 444
VICTOR NEW YORK
14564

ALEXIS VANWINKLE
SUPERVISING CONSERVATION STEWARD

Written and edited by the students of Dr. Collins’ Animal Natural History Class
St. John Fisher College
2016
Habitat
They breed in wet thickets, especially of alder, maple, and birch. Winters in early successional scrubby growth.

Nesting
Their nest is a coarse, loose cup with material hanging off it, usually places low in bushes. Nests usually found in shrubby areas. Clutch size is typically 3-4 creamy white or buff eggs sometimes dotted with dark irregular marking around the large end.

Food
They consume mostly insects, but will eat some fruit in winter.

Found on Site
Oak Unit, Hickory Unit

Interesting Fact
The Alder Flycatcher is so similar to the Willow Flycatcher that they were thought to be the same species. Song is the only definitive way to tell them apart.