

MIDDLESEX COMMUNITY COLLEGE
CO-CURRICULAR PROGRAM REVIEW

**Service Learning
Self Study**

2010-2012

Program/Department Review Committee

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MIDDLESEX COMMUNITY COLLEGE

Co-curricular Program Review

Table of Contents

Section I Background/Timeline)	Introduction (Historical
Section II	Mission
Section III	Outcomes and Assessment
Section IV Look toward Best Practice	Program Description with a
Section V	Conclusions & Action Plan
Section VI	Appendices

Section I: Introduction (Historical Background/Timeline)

1. This is an opportunity to provide background or contextual information, set goals for the program review and/or include any other introductory information that the committee believes will be helpful to the reader. Include information about previously completed program reviews, such as findings, improvements, and unfinished items.

Service-learning is a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service in such a way as to gain further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Unlike co-curricular community engagement and extracurricular voluntary service, service-learning is a course-based service experience that produces the best outcomes when meaningful service is related to the course material through reflection activities such as directed writings, small group discussions, and class presentations. Unlike practica and internships, the experiential activity in a service-learning course is not necessarily skill based with the context of professional education.

Bringle, R. G., & Hatcher, J. A. (1996). Implementing Service Learning in Higher Education. *Journal of Higher Education*, 67, 221-239.

According to the Service-Learning Program Review External evaluation, the foundational definition that our program is built upon is directly in line with national best practice. Matthew Roy, the evaluator, states “Service-Learning has to be differentiated from community service by a clear statement that it is a credit bearing academic enterprise in which learning is the focus and credit is given for learning not service”. Roy was impressed with both the definition and the training materials supplied to the faculty and students.

At MCC students are required to spend 22 hours a semester (2-3 hours a week) at their community site over an 8-11 week time period during the semester.

Service-learning began at MCC in fall 1992 with a single course offering known as Hunger, Homelessness and Social Policy. By the end of the 1992/93 year four additional professors piloted service-learning options in their courses and the program has been growing ever since. The below chart illustrates a snapshot of the growth of the traditional service-learning program over the last 18 years.

SERVICE-LEARNING GROWTH CHART

Academic Year	#Students	Total Hours	#Faculty	#Courses	#Agencies
1992/1993	48	686	5	6	15
1997/1998	339	5800	22	42	60
2003/2004	492	10,824	42	78	151
2009/2010	652	14,344	60	151	335

During the early years the focus of the service-learning program was on increasing the number of students, faculty, and community partners involved in the program. There were numerous small grants that the program received between 1992 and 2002 out of both the Massachusetts and national Campus Compact centers. These grants assisted in defining and expanding the program as well as brought several VISTA workers to the college.

In 2003, a fruitful collaboration known as the Lowell Civic Collaborative Project (TLC) was launched. TLC was a Learn and Serve \$333,000 grant funded, three year project, which partnered MCC and the Lowell National Historic Park as a team with a goal to assist community organizations in meeting its needs while providing college students the opportunity to participate in service and practice the skills of civic engagement. Out of this grant over 30 new faculty were trained, the 22 hour service-learning model was expanded to include whole class civic engagement projects, and a second full time position was institutionalized in the department. As a culmination of three years of innovative work a guidebook, which has been distributed nationally was published. "[A Guidebook for Projects between Community Colleges and National Parks](#)," edited by Susan Thomson, 2006

In the summer 2007, in response to a growth in the traditional model of service-learning, along with an institutional desire to more deeply incorporate service into the culture of the campus, The Center for Community Engagement (CCE) was established. This model has one full time professional staff who coordinates the service learning department and one full time professional staff who coordinates the Center for Community Engagement. Each position consists of different roles and responsibilities and is operated independently of each other. The service learning department, administered out of the Division of Humanities and Social Sciences oversees the academic quality, logistical processes and training requirements associated with the service learning program. Since service-learning is part of the overall academic experience of a course the coordinator manages the training of faculty which includes curriculum development, syllabi revision, and SL assessment training. The coordinator also prepares students to do service in the community, recruits community partners, and maintains the academic integrity of the program. In addition, the service learning coordinator works with faculty to design and implement all class service-learning projects. Finally, the SL coordinator works closely with International Programs to develop and run international service learning. The focus of the coordinator of the Center for Community Engagement includes providing students, faculty and staff the opportunity to meet identified needs in the community as well as increasing the level of civic engagement on campus. These opportunities are wide spread and don't include an academic component. The CCE coordinator oversees the college's Seasons of Service project and works closely with clubs and activities and student affairs to meet the mission set forth in that division of the college.

Also in 2007, with the size of the service-learning program both stable and substantial the direction turned to increasing the academic experience in service learning courses. Since learning, not service, is what needs to be assessed, the service learning contract was revised to include a section on course objectives and one in which the professors can connect the reflection assignment to the specific service learning work. In addition, a toolkit was written to guide faculty as to how to create quality academic experiences, student learning outcomes for the service learning portion of the course, reflection assignments, and assess the learning that occurs through the service learning experience. Service-learning rubrics were developed to assist both faculty and students in understanding the importance of the learning that occurs and providing an objective method to evaluate the service-learning experience. Connections were also made between

meeting the college's ISLOs and participating in service-learning. All service-learning faculty had individual meetings with the service-learning coordinator to ensure proper training. The toolkit is now the basis of new faculty workshops. The toolkit can be accessed on line at www.middlesex.mass.edu/servicelearning/downloads/toolkit3.pdf.

The service-learning program continues to grow and assist students in becoming more successful students and citizens. The focus has moved from increasing numbers of service learning experiences to examining the kinds of learning and transformational impacts these experiences are having on students. To this end, the service learning coordinator is participating in both statewide and national assessment efforts to identify the characteristics in service learning placements that connect to and increase student success. In addition, as part of the Vision Project, the service learning coordinator is creating a one credit service learning course that will allow more students the opportunity to experience the academic and related benefits of service learning. Furthermore, a new infrastructure is being designed to accommodate the increasing desire to make service-learning a more flexible pedagogy at the college. This structure, which will begin in the fall 2012, will increase the variety of service-learning projects on campus and allow students to receive the service-learning transcript designation for a wider variety of service-learning projects. In an effort to increase the exposure of the service learning program, the service learning coordinator has presented and local, state, and national service learning and assessment conferences and has developed service-learning professional development for local community colleges.

Section II: Mission

2. State your program/department's mission, and if one does not exist, please develop one. Discuss how your mission is disseminated within your program/department and throughout the college.

Service-learning strives to enrich students' educational experiences, meet community needs, and foster civic responsibility by integrating service into the academic curriculum. Through thoughtfully organized service experiences and intentionally planned critical reflections, that blur the line between in-classroom and out-of-classroom learning, students work on authentic community issues and problems in real-world settings, adding value to both their own learning and the needs of the community.

Since its inception in 1992, the service learning program has been closely aligned with the college's mission statement. As both an effective learning strategy and a community development instrument, service learning helps promote core values and goals of the college. Service learning activities have also consistently been identified and promoted in the MCC Strategic Plan. This strong identification has been a factor in the institutionalization and growth of the program. Active civic engagement is identified as one of the primary values and goals that support the current MCC mission statement. The statement refers to community partnerships that "foster a culture of civic engagement ...". More specifically, one of the six pillars that support this mission is "Active Civic Engagement". www.middlesex.mass.edu/missionstatement.

Due to the close relationship between the mission of the service-learning department and that of the college, information regarding the premise and strengths of the service-learning program are consistently included in the President's annual letter, the commencement address, and many FSA meetings. The Center for Community Engagement also publishes 2 yearly newsletters that highlight the work being done by students, faculty, staff, and community partners in the service learning department. The mission is also disseminated via the active Service Learning website. www.middlesex.mass.edu/servicelearning. Finally, many programs and departments within the college learn about service-learning's mission through word of mouth. Students who have participated in a service-learning placement will frequently ask faculty if they can do service-learning in their course and if the faculty member is not familiar with the program they will contact the coordinator of service-learning or go to the website. Many of these faculty will then participate in a service-learning workshop to familiarize themselves with the mission, procedures, and requirements.

3. Middlesex Community College's Strategic Directions are listed below. Describe how your program is actively supporting, or intends to support, one or more of these directions.

- *Improve access and advance student success by strengthening evidence-based practices and resource allocation.*
- *Foster greater college engagement through improved communication, personal connections and collaborative partnerships.*
- *Drive innovation, enrich community and broaden the learning experience for all by fulfilling our shared responsibility for diversity.*
- *Empower all members of the college community to be educators, mentors, advocates and life-long learners.*
- *Transform learning by integrating academic, workplace and global experiences to meet personal, professional and community needs.*
- *Build partnerships that stimulate innovation and address the educational, social, economic and workforce development needs of our communities.*

Improve access and advance student success by strengthening evidence-based practices and resource allocation.

The service learning department is currently affiliated both nationally and state wide in service learning assessment initiatives. Nationally, MCC is participating in a research study out of the University of Minnesota to investigate what practices of service learning are associated with variables that predict college student persistence and retention. On a state level, the service learning coordinator is part of a collaborative that consists of several other community colleges and Salem State University that are in the midst of writing a grant to compare college retention and success for service learning students versus non service learning students. During the spring 2012 semester the service-learning coordinator is testing the survey instruments for this project.

If one or both of these assessment grants get funded that will support the additional efforts that need to be made on program assessment and evaluation, one of the needs identified by the external evaluator.

Transform learning by integrating academic, workplace and global experiences to meet personal, professional and community needs.

This strategic direction is at the heart of the service learning mission. As previously stated, “Service-learning is a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.”

Service learning decisions pay close attention to ensuring that all experiences have rigorous academic components. This value is communicated to faculty through information in the tool kit and workshops and to students through the on-line service orientation, the wording of the service learning agreement, and the details in the professors’ reflection assignments. The professional needs of students are impacted through participation in service learning through an emphasis on service learning as a tool to explore new and different careers, build resumes, network, have informational interviews, and learn appropriate work place etiquette. The diverse experiences offered through the different service learning placement broaden students’ global awareness and civic engagement.

SECTION III: OUTCOMES AND ASSESSMENT

Program Student Learning Outcomes (PSLOs)

4. Identify your Program (Area) Student Learning Outcomes (PSLOs) – how students should change, what they should be able to do with the knowledge, skills, abilities and ways of thinking they have developed as a result of participating in your program? As appropriate, consult professional standards as you develop your PSLOs.

- Students who successfully complete a Service Learning experience (22 hours with reflection) will be able to articulate ways in which they have increased their sense of self as a learner and more successful student.
- Students who successfully complete a Service Learning experience (22 hours with reflection) will demonstrate increased knowledge of their community and their role as a member of that community.
- Students who successfully complete a Service Learning experience (22 hours with reflection) will demonstrate increased confidence in their ability to assume a professional role in the workplace.
- Students who successfully complete a Service Learning experience (22 hours with reflection) are more successful (higher course completion rates, higher GPA's) than are students who do not do so.
- Students who successfully complete a Service Learning experience (22 hours with reflection) increase their educational aspirations more so than students who do not participate.”

5. Identify your Program Outcomes as appropriate. Program Outcomes are goals for your program's effectiveness and efficiency. (Note: if your Program Outcomes result in changes in or impact on students, please rephrase them as PSLOs.)

- Students of all demographics participate in service-learning in a consistent proportion to enrollment data.
- Faculty can express specific ways in which service-learning enhances student learning.
- Community Partners will articulate specific ways in which students participating in service-learning meet identified needs at their site as well as grow as professionals during their service-learning placement.

6. Provide your program’s timeline for ongoing, annual assessment of its PSLOs and Program Outcomes (as appropriate).

2010-11	Students who successfully complete a Service Learning experience (22 hours with reflection) are more successful (higher course completion rates, higher gpa’s) than are students who do not do so.
2011-12	Students who successfully complete a Service Learning experience (22 hours with reflection) increase their educational aspirations more so than students who do not participate.”
2012-13	Students who successfully complete a Service Learning experience (22 hours with reflection) will demonstrate increased confidence in their ability to assume a professional role in the workplace.
2013-14	Students of all demographics participate in service learning in a consistent proportion to enrollment data.
2014-15	Faculty can articulate specific ways in which Service Learning enhances student learning.
2015-16	Students who successfully complete a Service Learning experience (22 hours with reflection) will be able to articulate ways in which they have increased their sense of self as a learner and more successful student.
2016-17	Students who successfully complete a Service Learning experience (22 hours with reflection) will demonstrate increased knowledge of their community and their role as a member of that community.
2017-2018	Community Partners will articulate specific ways in which students participating in service-learning meet identified needs at their site as well as grow as professionals during their service-learning placement.

7. If applicable, discuss any changes you have made to your PSLOs and/or Program Outcomes since your last program review.

At the beginning of the program review process I set out to explore the relationship between students who successfully complete a Service Learning experience (22 hours with reflection) and the hope that they are more successful (higher course completion rates, higher GPA's) than students who do not participate in service-learning. The data from my college’s institutional research department showed a direct link between service-learning and higher GPA’s could not be established. *(Matthew Roy, in his external evaluation, felt that assessing service-learning as we did based on graduation rates and GPA in not “fair” as there were too many extraneous factors that were not taken into consideration.) I think, as a program, we felt the same which is why my CCLA project focused on researching best practices in the pedagogy and expanding the program based on them.* Upon receiving these results I began researching national best practice and learned that our data was consistent with national findings. There is limited

9. Does your Curriculum Map suggest a need to make changes to the **availability** and/or **sequencing of** opportunities for students to develop and achieve any PSLO within the program? If so, please explain.

Yes, as I review the activities present in the curriculum map, I have direct knowledge and receive confirmation through the database and communication with faculty and students that the first three activities occur. The fourth activity, participation in reflective practices, is a key element of the program and gets discussed, recognized and assessed at the classroom level and communicated to the service learning coordinator. The fifth activity, students' final reflections needs to be addressed. The design and implementation of reflection activities fall under the responsibility of individual faculty. Faculty members are informed of best practices in service learning during their introductory service learning workshops and periodically through e-mails. The practice of a final evaluative service learning project has not been specifically addressed and although it probably occurs in some classes, it has not be fully promoted or tracked. This is an opportunity for the service learning coordinator to develop new professional development workshops that more deeply address reflective practices with not only new faculty but also current faculty. In addition, a tracking and communication device needs to be put in place between faculty and the service learning department in this area.

One of the most important elements of the external evaluation report was the need for a further investment in faculty involvement. As stated, "Service-learning is not an "add on" for individual faculty involved or for an institution committed to this work. Service-learning is a comprehensive educational experience.... The Focus has to be on developing deeper linkages to maximize student learning. The goal of any instructional method (in this case service-learning) is to do just that. Institutionally, you need to recognize that service-learning is not an outcome, but a means to an outcome (learning)."

Professional development for current and new service-learning faculty is a top priority for the service-learning program.

MCC Institutional Student Learning Outcomes

<p>Written and Oral Communication <i>For example...</i></p> <ul style="list-style-type: none"> • Written assignments • Oral presentations • Use of relevant information literacy skills • Effective use of technology 	<p>Critical Thinking <i>For example...</i></p> <ul style="list-style-type: none"> • Analysis • Synthesis • Evaluation • Creative thinking • Development of logical conclusions
<p>Quantitative Literacy <i>For example...</i></p> <ul style="list-style-type: none"> • Interpretation • Representation • Calculation • Application/Analysis • Communication of quantitative information 	<p>Multicultural and Global Literacy <i>For example...</i></p> <ul style="list-style-type: none"> • Intercultural knowledge • Global issues • Interactions that build diversity awareness • Diverse forms of creative expression • Aesthetic Appreciation • Historical, political, and economic perspective
<p>Social Responsibility <i>For example...</i></p> <ul style="list-style-type: none"> • Sustainability • Civic engagement • Social justice • Ethical frameworks • Social policy frameworks 	<p>Personal and Professional Development <i>For example...</i></p> <ul style="list-style-type: none"> • Achievement of academic goals • Career Readiness • Self Assessment • Responsibility for learning and personal development • Professionalism • Leadership • Wellness • Collaboration

Assessment

10. Please select one Program Student Learning Outcome (PSLO) or one Program Outcome (if applicable) to assess as part of this program review. You will be sent an Assessment Update form each year in order to continue your assessment work. (Note: if your Program Outcomes result in changes in or impact on students, please rephrase them as PSLOs.)

Students who successfully complete a Service Learning experience (22 hours with reflection) are more successful (higher course completion rates, higher GPA's) than are students who do not do so.

11. Assessment Process:

Describe the process by which this PSLO or effective program achievement of this Program Outcome was assessed. Include in your description as appropriate:

- What is your student cohort for this assessment?
The cohort for this assessment is students registered all classes in which service-learning was an option, during the fall of 2008, 2009 and spring 2008, 2009 and 2010 semesters.

The cohort for the student survey was students in random service-learning classes during the spring 2011.

- What was the evidence you examined?
The first set of data focused on all course completion rates for the cohort studied. After the results did not indicate a positive relationship a second set of data was generated focusing on course completions with a C or better. Again, no relationship was established between service-learning participation and increased course completions.

In addition, I surveyed several service-learning classes and to faculty investigate the qualitative end of the service-learning placement. Anecdotal data indicates that the impact of service-learning is far reaching and the quantitative data did not confirm this. To explore this, I administered two surveys, one to students who participated in a service-learning experience and one to students who chose not to participate. The surveys confirmed anecdotal service-learning information.

I have attached the two student surveys and faculty survey that were administered. Question 6 on the survey, *How has participating in service-learning changed your view of yourself as a student*, generated particularly interesting responses. Students answered that they were more confident, learned about themselves through helping others, more conscientious, driven, and goal oriented, helped accentuate priorities, impacted students' desires to do better in school. Almost all students felt they learned about themselves, their abilities and gained confidence, self-esteem, and new interests.

- What criteria were used to assess program effectiveness?

The criteria used consisted of comparing the course completions with a C or better for the five aforementioned semesters.

The criteria for the survey were open-ended questions focused on a variety of aspects regarding the service-learning experience. I have attached the two student questionnaires.

- Which staff members assessed the evidence, and how representative are they of the overall area?
Teresa Mullin, the former director of Institutional Research generated the data and discussed it with Elise Martin and me.

12. Assessment Results:

What did your program learn about student achievement of this PSLO or program achievement of this Program Outcome?

Although there was an initial period of disappointment regarding the results of the institutional research data findings, I began researching best practices in the field of service-learning and found that we were consistent with National data. The research shows that there has been little data linking service-learning participation and increased persistence and retention. Research conducted by George Kuh (2003) and Andrew Furco (2007) shows that the mediating variable for college success and retention is student engagement which can be defined in social, academic and behavior terms.

13. Closing the Loop:

What changes are planned within the program as a result of this assessment work (if any)? Please consult current research/best practice in the field to inform these changes, and note that information here. (These changes should be noted as part of your action plan in **SECTION VII**, the Summary section of this document.)

As a result of this assessment work, the service-learning department has become involved in National and State assessment initiatives to study the elements in the service-learning program associated with student success, retention, and persistence.

- University of Minnesota study: Andrew Furco is the lead researcher investigating service-learning practices associated with variables that predict college student persistence & retention. The college has been accepted to participate and is waiting on the study being funded by the DOE.
- Salem State Service-Learning Collaborative: This is a local collaborative lead by Salem State University and consisting of four additional local community colleges. The collaborative is submitting a grant to study comparing college retention and success for service-learning

students vs. non service-learning students with respect to student characteristics and placement variables. All five colleges are piloting the survey instruments in two service-learning classes during the spring 2012 semester.

In addition, based on best practice research and meetings with college service-learning stakeholders, the program is adding several more flexible service-learning models. Service-learning is a LEAP high impact practice and it is important to expose as many students to the practices associated with the pedagogy of service-learning. Through the college's vision incentive grant, GES: Service-Learning, a one credit course was created. Three sections are being piloted in spring 2012. New theme specific GES: Service-Learning courses are being created for the summer pilot and fall implementation. The one-credit courses will afford more students the opportunity to participate in service-learning.

According to the external evaluator, there was some concern that the general one- credit service-learning course may be viewed more as a community service course as there isn't a specific content area. The theme specific sections, of which three are piloting this fall, made more sense pedagogically. As the IDS program grows the focus will be on developing more theme based sections and enhancing the general sections with more targeted readings. As suggested, we will also be exploring the 4th credit option with the IDS service-learning course.

Another model that is being expanded is the class project service-learning model (**now named Project-Based Service-Learning**). There have always been classes that offered service-learning projects in their courses. Now the class project model is being expanded to include small, medium, and large projects. A new faculty project application has been created to ensure program quality and all students will register with the college's service-learning program and upon completion of 20 of service-learning hours receive the transcript designation that the traditional service-learning program offers. The additional class project models will allow more classes, in more disciplines, to teach using service-learning and consequently more students will be impacted.

SECTION IV: PROGRAM DESCRIPTION WITH A LOOK TOWARDS BEST PRACTICE

14. The service-learning department is operated out of the Division of Humanities and Social Sciences. Its funding is part of the divisional budget and is determined through discussions with the service learning coordinator and the Dean. The largest expense of the department is the annual maintenance fee of \$1250 required to maintain our service-learning database, SLPRO. This is part of the technology department's budget. The four major participants in the service-learning program are service-learning coordinator, faculty, students, and community partners.

Service-Learning Coordinator

The service-learning coordinator facilitates the relationships that are critical to authentic and effective service learning. The primary role of the coordinator is to promote and sustain service-learning opportunities in the academic curricula at MCC and provide the infrastructure and support the reciprocal relationships between faculty, students, and community partners. The service-learning coordinator identifies potential community partners, develops appropriate placements for MCC students, consults with faculty to develop service learning components in their courses, provides service-learning information to students, and designs and runs professional development workshops for faculty and community partners. In addition, the service learning coordinator manages the GES: Service-Learning course, develops international service learning opportunities, initiates and runs grants connected to service learning, speaks at local, state and national service learning and assessment conferences, and participates in statewide service learning groups as well as state and national service learning assessment initiatives.

The service-learning coordinator position was a clear strength outlined in the program review external evaluation.

Faculty

Faculty integrate opportunities for students to participate in service learning in a variety of courses. They set learning objectives, collaborate with the service-learning coordinator on the selection of appropriate community partners, guide and foster in-class reflection, review and assess learning outcomes, and grade for learning, not service. Well developed service learning coursework afford student's opportunities to enhance communication with different populations, define broader community issues, develop initiative and independent reasoning, understand the relationship of theory to practice, gain exposure to cultural and socio-economic differences, learn civic and social responsibility and build confidence by helping others to provide needed services.

Several suggestions regarding enhancing the faculty instructional role were included in the external evaluation. These included, increasing professional development, designing a faculty fellows program, inserting a role for service-learning at the new faculty orientation, adding course releases for training, and investigating if there could be a direct link to faculty evaluations and merit increases. A short term strategy mentioned was giving out an annual award to a faculty member, student, and community partner. This option is currently being researched by the service-learning coordinator. Rethinking the faculty instructional role is a top priority for the service-learning program.

Students

In most cases, students choose to participate in service-learning as a portion of their learning in an academic course. There are a limited number of courses that require service-learning; this requirement is noted in the course catalog description. Students select a community partner from the options available and make contact with the agency representative. Typical service-learning students at MCC complete 22

hours of service per semester, and reflect upon and connect their service to course work with a faculty designed reflective component. In addition to the 22 hour model, project-based service-learning opportunities are offered to students, with course requirements varying.

Community Partners

Community partners provide their expertise, time and energy to the program as they construct opportunities for students to assist in meeting identified needs. The relevance of these placements is determined in meetings and communications between the service-learning coordinator and site supervisors. Site development is a continual part of the coordinator's responsibilities. The goal is to provide faculty and students with a diverse list of relevant and stimulating sites while also taking the needs of the community into account. Outreach to community partners takes the form of referrals from students, faculty and administrators, needs and wishes of the faculty in connecting to the course curriculum, and community partners contacting the service-learning program directly in need of assistance.

The Service-Learning program's relationship with community partners is a clear strength as noted by the external evaluator. Some suggestions for improving the functioning of the relationship included a pre-placement meeting, more semester visits, and a post-semester assessment. In addition, community partners have expressed that they would like to have more connections with the faculty both individually and at events. These ideas are being explored and are the action plan for the program review.

Service-Learning Pro (SLPRO)

Service-Learning Pro (SLPRO) is the on-line database that is being used for the service-learning program. SLPRO is comprised of several modules all containing features designed to meet the needs of the service-learning community.

Faculty Module: Service-learning faculty members are added to SLPRO by the service-learning coordinator. Faculty can access SLPRO by going to www.middlesex.mass.edu/servicelearning and then clicking on SL faculty login. Once logged in, faculty can view and manage their profile and their classes. They can also view lists of students participating in service-learning, can alter the lists of community sites their students can register for and can communicate with their service-learning students throughout the semester.

Student Module: Students who wish to participate in the service-learning program are responsible for registering themselves with SLPRO. Detailed instructions on how to register for SLPRO and for a service-learning placement are available in the semester handout given to each student during their service-learning class visit or by going to www.middlesex.mass.edu/servicelearning and then clicking on SL student login. During service-learning class visits, the service-learning coordinator will discuss the registration process and is always available for assistance throughout the semester. Once logged in, students can learn about the different service-learning sites available to them and can get all the information necessary to successfully register for service-learning.

Administrative Module: Service-learning administrators have full control of all modules. The service-learning coordinator will update community sites, course match community sites to the service-learning classes, and prepare the system each new semester. The administrative module also has the capacity to print time reports, class lists, and communicate with faculty and students.

Adapted from Horizon Internet Solutions, LLC. Boise, Idaho, 2008

Service-Learning Semester Progression

Each semester service-learning progresses in a similar manner. Before the beginning of the semester, the service-learning coordinator works with faculty to identify sites for their current courses. The coordinator updates SLPRO to reflect the current semester by course matching current faculty, courses, and community partners according to the current needs of all parties. The service-learning coordinator prepares and updates all necessary paperwork, which includes the semester handout, calendar, contract, timesheet, and final evaluation. See appendix for forms. Through spring 2011, during the first three weeks of the semester, the coordinator visited every class participating in the program and presented the service-learning program to the students. This form of student outreach ensures that all possible participants are given the necessary information to be successful in the program. Due to an expansion of the program, an expansion of the scope of the service-learning coordinator's job, and the time delays associated with the CORI (Criminal Offender Record Information) checks, there was a need to introduce all students to service learning within the first week of classes. During the summer 2011, a comprehensive on-line classroom tutorial was developed that introduced the students to what service learning is, the benefits of service learning and then carefully described the detailed process of registration. This tutorial is available on the service learning website. www.middlesex.mass.edu/servicelearning. Beginning in fall 2011, faculty will show the tutorial and administer their service learning class orientations during the first week of classes. All new faculty will still receive classroom visits from the service learning coordinator as they become familiar with the program. After students learn about the service learning program, they register on line, turn in their paperwork, and begin their service learning and reflection activities. Ongoing throughout the semester is the processing of paperwork, final evaluation mailings, and continual support for students, faculty, and community partners. The impact of this change will be assessed after the spring 2012 semester through interviews with faculty and an analysis of service-learning participation.

The materials and training vehicles developed by the service-learning program were “impressively comprehensive and refreshingly user friendly”. However, the external evaluator was concerned that something gets lost when the in person training is traded for a technological alternative, especially in community engagement.

Outreach and Recruitment of Faculty

The integrity of the service-learning program lies in the proper training of its faculty. Every two years the service-learning program runs a 3 part workshop to familiarize faculty with how to effectively integrate service-learning into their courses. The workshop is promoted through newscaster, division deans, and most often word of mouth. In an effort to reach more faculty, the service-learning department presents at the college's professional day when the content relates as well as other local, state and National conferences. The other major avenue for recruiting new faculty is through the request of the students. Often a student wants to do service-learning however it is not offered in any of his/her courses. Students will frequently approach faculty and ask if they would offer a service-learning option in their courses. Faculty are then referred to the coordinator for proper training. Below is the flyer for the most recent workshop:

As previously mentioned rethinking and reinvesting in the faculty instructional role is a top priority of the service-learning program.

Engage Students in Active Learning Through MCC's Service-Learning Program

Dates: Part 1: April 12, 2010, 2-4pm.
Part 2: May 25, 2010, 10am-12pm.
Part 3: October 13, 2010 2-4pm.

Location: Bedford's Teaching Learning and Reflection Center

Workshop description: This three part workshop will examine the elements of effective service-learning. Faculty will learn what service learning is, how it works at MCC, and how they can integrate it into their courses in order to enhance classroom learning, meet essential community needs, improve class discussions, and foster civic responsibility.

This workshop is designed for faculty who want to integrate service-learning into their fall 2010 course. A \$250 stipend will be paid to faculty who attend all sessions, develop and submit a revised syllabus, and agree to implement service learning during the fall 2010 semester.

Session 1: Using the newly developed service-learning toolkit faculty will learn the steps required to integrate service-learning into their course. Topics covered: The Pedagogy of service-learning, developing service-learning objectives, designing meaningful reflection activities and assignments, using rubrics to assess service learning coursework, connecting course objectives to MCC ISLO's, learning about community partners and their needs, and how to put it all together in your syllabus and make it work for your course. Several community partners will join the session to discuss their site, its needs, and what they expect from service-learning students.

Session 2: This is a working session! Faculty will bring their service-learning "work in progress" and spend the time sharing ideas with workshop participants, community engagement staff, and veteran service-learning faculty. This session will address all the questions that have arisen since session one and aim to iron out the details necessary to make service-learning successful in specific courses.

Over the summer: Faculty will update their course materials using the information from sessions one and two and e-mail Cynthia Lynch a revised syllabus by August 10th.

Session 3: Celebrate the beginning of your service-learning journey with shared stories, reflections, and questions regarding how the first few weeks of service-learning have worked in your course.

Since not all faculty participate in service-learning workshops individual training is given to faculty who are interested in offering service-learning in their courses and cannot attend a workshop. The training is condensed yet similar to what is offered in the three part workshop. The toolkit, which was written in summer 2009 is the faculty "text" used to train and support all service-learning faculty. The toolkit was written to guide faculty as to how to create quality academic experiences, student learning outcomes for the service learning portion of the course, reflection assignments, and assess the learning that occurs through the service learning experience. Service-learning rubrics were developed to assist both faculty and students in understanding the importance of the learning that occurs and providing an objective method to evaluate the service-learning experience. The toolkit can be accessed on line at www.middlesex.mass.edu/servicelearning/downloads/toolkit3.pdf.

15. Does the institution have a definition and a process for identifying Service learning courses?

Middlesex Community College defines service-learning as a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Unlike co-curricular community engagement and extracurricular voluntary service, service-learning is a course-based service experience that produces the best outcomes when meaningful service activities are related to the course material through reflection activities such as directed writings, small group discussions, and class

presentations. Unlike practica and internships, the experiential activity in a service-learning course is not necessarily skill based with the context of professional education

Adapted from Bringle, R. G., & Hatcher, J. A. (1996). Implementing Service Learning in Higher Education. *Journal of Higher Education*, 67, 221-239.

The only courses that are identified as service-learning courses in the course catalog are the courses that require students to participate in the program. In these courses it is clearly stated below the course description. This is how it is listed for EDU 150, Discover Teaching: ***Intensive Values: Values/Ethics/Social Policy; Writing Note:** This course requires a three hour-a-week college-approved Service-Learning placement.* The majority of courses offer service-learning as an option and students do not have a way to know if the course they are registering for offers service-learning. Frequently students will call the service-learning coordinator to find out what sections of certain courses offer service-learning. The reasoning for this practice has been that many different professors can teach the same course and it is the professor's decision to include service-learning.

16. Describe the sources of input from within and external to the college community that help to generate Service learning placements.

Service-learning placements are generated through a variety of sources including students, faculty, and community members. Students who choose to participate in service-learning are given an array of sites to choose from and for most this meets their needs. There is a cohort of students who due to personal or professional obligations need to find their own service-learning placement. In the process of verifying the supervision and connecting with the site or after the successful completion of the placement a deeper service-learning relationship is formed between the site and the service-learning coordinator. If this is the case the necessary meetings and training occurs between the site and the service learning coordinator. Faculty, administrators, and staff also generate placements due to their involvement on professional boards and committees and work in their own communities. Finally, several times a semester members of the community will seek out service-learning students due to their volunteer needs. In these cases a meeting occurs between the service-learning coordinator and the site to determine if it would be a mutually beneficial partnership.

17. Has service-learning been integrated with the curriculum on an institutional level?

Service-learning has not been integrated with curriculum on an institutional level. Currently there are several departments such as social science, human services, education, and criminal justice that have a moderate to high level of faculty participation. Currently the Social Science and Humanities division has over 40 full time and part time faculty integrating service into their curriculum. This service, which includes a reflective component, has been recognized institutionally at several high profile events such as convocation, commencement, and honors night. In addition, the service-learning participation numbers are often used to help the institution secure important grants. In addition, the college's Personal and Professional Development, Social Responsibility, and Critical Thinking Institutional Student Learning Outcomes (ISLO's) are directly supported through participation in the service-learning program. As the effort to more fully integrate ISLO's into course, departmental, and general education curriculum occurs, the use of service learning as a pedagogy will increase. With this in mind, professional development workshops need to be created to promote the practice of service learning as a way to support the integration of ISLO's and recertification of the General Education courses.

18. **LOCAL:** Based on a review of other college catalogs, list the colleges in our general area that have similar programs and comment on significant differences from the ones we currently offer that bear further exploration. If appropriate, discuss steps that MCC could take towards implementing these best practices in this program. Also if appropriate, include steps in action plan of Section VII, Summary.

In addition to MCC, the community colleges in our local area that have service-learning departments and programs that are comparable to MCC are North Shore Community College and Bunker Hill Community College. I have spoken with both coordinators to learn about their programs and they have also contacted me to learn about our best practices. Of the other twelve community colleges a few have small programs that are institutionally supported, several have programs consisting of just a few faculty who utilize service-learning in their own courses, and still others are exploring beginning a program but are yet to get it off the ground. I have met with administrators from Massasoit CC and Quinsigamond CC and provided leadership and guidance for them as they explore the beginnings of a service-learning program. Several other community colleges have also sought out our guidance as statewide we are recognized as the leader in the field of Service-Learning for the community colleges.

Both NSCC and BHCC have about 100 sections that offer service-learning which is slightly less than MCC's 130-140 sections offered. The programs, like MCC, both have active, energized departments, engaged faculty, and institutional support.

The areas that have sparked my interest after researching each college are as follows:

North Shore Community College: All service-learning courses are designated in registration materials and are very generous with stipends for faculty interested in the program. At MCC, adding a designation to inform students which sections offer a service-learning component would assist advising, students, and help fill sections of classes. This is an area that I plan to work on during the summer 2012 and fall 2012.

In addition to traditional service-learning and class projects, Bunker Hill Community College has a thriving action research service-learning component in which students engage in addressing community issues and proposing solutions through work and research in the community. Exploring the use of action research in the field of service-learning is a top priority of mine. I am planning to incorporate action research into the one credit GES: Service-learning courses. I am also exploring the opportunity to collaborate with GES: Research and have students take the two courses concurrently.

19. NATIONAL BEST PRACTICE: Based upon research on institutions beyond our geographical area that have exemplary programs or are known for their 'best practices,' discuss significant similarities or differences at MCC and identify areas that bear further exploration. If appropriate, discuss steps that MCC could take towards implementing these best practices in this program. Also if appropriate, include steps in action plan of Section VII, Summary.

Brevard Community College, located in Florida, serves as a National Best Practice for community college service-learning work. Brevard is a nationally recognized program both for its depth of programs and institutional support and infrastructure. For several years I have been referring to Brevard's program as I work to build MCC's program. The similarities in the program center on its strong focus on the academic component inherent in service-learning, the high level of faculty and student support from a service-learning office, and key presidential support. Both are growing programs and are known as statewide leaders for their programs. It is the differences that bear further exploration and are what I am currently focusing on as I grow MCC's program.

Brevard has several models of service-learning that offer faculty and students many curricular opportunities:

- Several, such as service-learning as a required course component and an optional course component, are current practices at both institutions.
- Brevard offers a strong one credit course option program and was the model for MCC's new GES: Service-Learning course. Students participate in 20 hours of service, three seminars, and do faculty assigned written and reflective work. Students at Brevard may take up to three one-credit service-learning courses.
- Brevard also offers a stand-alone three credit course. This course consists of 32 hours of service, 24 hours of seminar and extensive reflective work. It is also offered as an Honors course in Brevard's college honor's program. While designing the one-credit GES course at MCC, the idea of a three credit course surfaced and that is a long term goal. Having the curriculum focus on the theoretical and practical understandings of service and civic participation, as it does at Brevard, would meet many of the colleges' institutional learning outcomes. A more concrete goal stemming from this model is to have MCC's strong honor's program offer a service-learning course. Currently there is no service-learning requirement for MCC's honor's program.
- Brevard also offers a 4th credit option for service-learning work. In this model if a student is interested in adding a one credit option to a three credit course they are enrolled in and the faculty agrees, they can design a contract that includes 20 hours of service, reflective work, and a final reflection seminar that is held by the service-learning office. This option is similar to the Honors contract work currently in place at MCC.

This is an area that according to the external evaluation we should explore and it is on the action plan.

- Brevard also has short term, class project service-learning opportunities, which is similar to MCC but more extensive. One of the current focuses of MCC's service-learning program is to expand the class service-learning project model and ensure students receive transcript recognition for their work.
- Brevard also offers dual enrollment service-learning and service-learning leadership opportunities which are both worth exploring.

Brevard Community College has a Service-Learning Academic Opportunities brochure. It is a four page leaflet consisting of an explanation of service-learning, course options, benefits, steps for involvement, pictures, and contact information. MCC's service-learning brochure is out of date and not reflective of the current work occurring in the department. It is a top priority of the department to redo marketing material.

Another strong area present at Brevard that makes it a national leader in service-learning is its strong institutional support. From the inception, MCC has also received institutional support, especially from the President, as she mentions the program at myriad college events and frequently welcomes guests and participants at service-learning functions. Financially, Brevard has a budget of over \$190,000 from the College's general fund and MCC's service-learning budget is currently included in the budget for the Social Science department and serves mostly for mileage, food for small statewide meetings, and a few supplies. Most events, stipends and big service-learning expenditures have come from grant funds. Although, we are not as large as Brevard, a goal of the current expansion of the service-learning program is to obtain its own budget and be able to hold more events, provide faculty with development stipends, attend more conferences, meet more community needs, and continue to expand.

Brevard's use of faculty stipends is commendable and worth further exploration. Several thousand each year are dedicated to faculty stipends to promote innovative service-learning endeavors and allow for faculty ownership of the program.

According to the external evaluation the use of faculty stipends is beneficial in encouraging deeper faculty engagement.

Brevard's commitment to placing service hours on the academic transcript is noteworthy. Through a program known as SHOAT, "Service Hours on Academic Transcript", all service-learning work, along with co-curricular service work is placed on the transcript. It requires many forms and much coordination but is beneficial to students seeking employment and transfer. Five years ago MCC began recognizing students who completed 22 hours of service-learning in the traditional program on their transcript. This semester it will also recognize those who participate in the one-credit courses, and in fall 2012, all students participating in service-learning class projects will be recognized. It might be interesting to explore the idea of a service transcript that could include curricular and co-curricular service notations.

20. EQUITY: Do all students in your program, regardless of campus, day/evening, and/or modality of instruction, have equal access to your services and learning/engagement activities and opportunities? If not, discuss how you can increase equity opportunities. (Include in your action plan as appropriate.)

This question is very important and serves as one of my program review PSLO's. MCC service-learning program is not equitable. Before the creation of the one-credit, GES: Service-Learning, it was only offered in classes that offered service-learning as part of its curriculum. It is mostly offered by full time faculty and in the day though there are a few exceptions to both. One inequitable area that I am focusing on is designing internal (on-campus) service-learning placements. This will equalize the social factor of needing transportation to participate in the program. During fall 2011, I met with student and academic affairs and enrollment services to explore internal placements. A program of this nature is set to begin fall 2012. Also expanding the one-credit stand alone courses will offer more students the opportunity to participate in service-learning and more flexibility in times and dates.

21. ABILITY TO ACHIEVE PROGRAM GOALS: Discuss the program's ability to achieve its goals for student learning and program effectiveness with regard to staffing, facilities, equipment, etc. Be specific about deficiencies and/or needs and their impact on student learning. (Include in your action plan as appropriate.)

This is a very pertinent question and staffing is currently a major challenge to program's desired expansion and effectiveness. The service-learning department has one full time professional staff in the department. Prior to fall 2012 there were two full time positions, however the second staff person, who was the coordinator of the Center for Community Engagement, and responsible for co-curricular service and assisting the service-learning program was moved during the last restructuring. The position is now under the student affairs department and no longer supports the service-learning program or its initiatives. The service-learning program currently serves roughly 700 students a year on two campuses, has over 60 faculty and 300 community partners. The program also is a lead in the current vision incentive grant and is required to increase the one-credit offerings to 20 courses for year two and 28 for year three. It is currently at three courses. In addition, with the new General Education recertification in progress, service-learning, which meets three institutional learning outcomes, will be an important way

to meet recertification and the department will be asked to run workshops to address this need. It is running its first on Professional Day, spring 2012. Further, the department is also asked to speak at conferences on service-learning and service-learning assessment, consult for other community colleges on their service-learning programs, and be part of all new civic engagement grants and initiatives. With the recent expansion of initiatives and the departments' internal growth goals, the strength of cultivating community partnerships, developing new faculty, and personalizing student interactions is diminishing. Becoming a national model for service-learning, one that promotes its high impact nature and effect on student learning, retention, persistence, and success is a goal but an additional professional staff person is necessary. The program has employed a work study student for administrative work and often shares the Dean of Social Science's administrative assistant for administrative work. A model that is employed on a larger scale at Brevard but could work on a smaller scale at MCC would be a Director of the Program, who oversees growth, grants, new initiatives, new large scale partnerships, international service-learning, and professional development and then a coordinator who oversees the daily program on both campuses, the database, the relationships needed to maintain a thriving and personalized program.

It was the view of the external evaluator that the present service-learning program is understaffed and not having a presence in Lowell is a weakness. The evaluator felt that with additional professional staff, the service-learning coordinator would be able to concentrate on assessment, professional development for faculty, resource development and grant writing, and assist faculty in developing quality student placements.

22. **EXTERNAL CONSULTANT** (if applicable): After you have completed the self study and received feedback from an external consultant, please summarize that feedback, in terms of program strengths, areas needing improvement, and useful recommendations. Include a copy of the external consultant's report in the Appendices for this program review, and incorporate relevant information into the Summary section on the next page. (SEE ADDENDUM)

Section V: Conclusions & Action Plan

23. Identify the strengths and weaknesses of your program/department resulting from your program review and your analysis of other programs.
- Describe initiatives that were particularly successful or exceeded expectations. What factors can you identify that contributed to that success?

The service-learning department has had many successful initiatives over the last few years. Most notable has been the growth in numbers of students, faculty, and community partners. Several strong partnerships have been created and expanded. The addition of the faculty toolkit enhanced the training programs. The reinvigoration of the class project service-learning model (*now known as Project-Based Service-Learning*) has put a process in place that is encouraging faculty to rethink how they creatively include service-learning in their course. The development of the one-credit courses expanded the breadth of course offerings. The community partner summit that coincided with the development of GES: Service-Learning in fall 2011 brought together 25 community partners, faculty and staff and included them in the planning of the course. Professional development workshops and conference presentations were created to further the message of the service-learning program. In response to an initial disappointment in program review results, a service-learning survey was created and a national best practices research study was conducted. Although not mentioned in previous sections of the program review, a success summer Commonwealth Corp grant was written and implemented in the summer 2011. This grant partnered the service-learning program with the college's Gear-Up/ Trio program and then developed programming in conjunction with the Lowell National Park. Also not mentioned, is the international service-learning programs that were run and are being planned. In fall 2011, two students participated in a Khmer Harvest Build in Cambodia and this spring ten students who are participating in the Ireland Fellowship will participate in a Day of Service in Belfast. Both initiatives were coordinated out of the service-learning department.

- If applicable, describe specific initiatives that were unsuccessful. What factors can you identify that contributed to that lack of success? What would you do differently in the future?

More professional development workshops need to be designed for active service-learning faculty. The focus is often on training new faculty and refresher workshops need to be developed focusing on reflection and assessment. Faculty need to reengage in the process and take a more active role in having service-learning meet their course outcomes. Hopefully with the new Gen Ed recertification process this will happen. Professional development also needs to be developed for community partners teaching the new GES: Service-learning course. The idea for putting the service-learning class orientation on line was successful as a video but has not fully replaced having a coordinator connect with students and classes. With the expansion of the program and its initiatives, some of the personal touch with faculty, community partners, and most notably students has been lost. Hopefully with the more staffing this beneficial practice can be reinstated.

- What did you learn in your analysis of other programs that could be implemented to improve your program/department?

In analyzing local and national programs the ideas I plan to investigate are:
The ones in bold are suggestions that were also mentioned by the external evaluator.

- **The reinvigoration of the faculty instructional role so that a stronger link is made between service-learning activities and student learning outcomes.**
- **The development of institutional and community partner marketing materials regarding the many facets of the service-learning program.**
- **The addition of a professional staff person.**
- The development of an action research service-learning one-credit course.
- The possibility of including a service-learning notation in the course catalog so that students are aware of which sections of a course offer service-learning.

- More flexible offerings including theme based one-credit courses, a possible three credit course, a deeper connection with the honor's department, a connection with dual enrollment, and service-learning leadership opportunities.
- More international service-learning opportunities.
- **The creation of a more comprehensive assessment plan and set of assessment tools for the service-learning program.**
- The addition of service-learning transcript designations for project based service-learning.
- **The creation of a service-learning budget in an effort to provide more stipends, professional development and community partner events.**

Where applicable, identify unexpected outcomes or surprises that occurred outside of the normal plan or procedure. Were there any results or discoveries that proved to be useful to the program/department?

The unexpected outcome that occurred, which has been discussed in the program review question #7, is having the initial results that confirm what I had expected. To the end, as mentioned, a lot of national best practice research, along with local research has been conducted and programs implemented.

24. Based on your findings, summarize your program/department's strategy and action plan to meet anticipated needs within the next program review cycle, addressing the following:

- Implementation of new/improved initiatives
- Operating budget
- Staffing
- Technology resources
- Possible pilot(s)
- Other

Program Action Plan:

Action Items (Reference the question in the program review where this need is explained.)	Rationale (Why?) (Provide your reasons/justifications for the needs.)	Proposed Plans for Improvement (Include a bulleted list of suggestions.)	Resources Needed for Improvement (Implementation of New/Improved Initiatives, Operating Budget, Staffing, Technology Resources, Possible Pilots)	Proposed Timelines for Implementation
Service-Learning listed in course catalog.	Offer students the opportunity to choose sections based on service-learning. Offer incentive for faculty to include SL by offering a better chance of filling section.	Development a written plan. Meet with administrators. Meet with enrollment services.		Spring 2013
Development of one-credit theme based IDS 102 courses.	Offer students more variety in SL selection. Connect more closely with different majors.	Work with individual faculty, community partners, and administrators to identify program ideas and develop courses.	Additional funding for stipends for faculty, additional service-learning department staffing.	Spring 2012 development for fall 2012 implement and each semester thereafter. (Has occurred, hopefully will run.)

The reinvigoration of the faculty instructional role.	A stronger link needs to be made between service-learning practices in the class and the student learning outcomes.	Research programs and modes of funding the additional faculty work. Develop professional development programs to meet the diverse needs of the faculty	Additional funding for stipends for faculty, additional service-learning department staffing.	Fall 2012 and Spring 2013
Development of a comprehensive assessment plan.	It is crucial to healthy development of a program. In addition, Civic Engagement is now an outcome variable in the Vision Project.	Research best practices and develop individual evaluations for students, faculty and community partners.		Fall 2012 and Spring 2013
Development of Action Research Course.	A great learning pedagogy for students and a strong resource for community partners.	Assemble a design team, brainstorm potential faculty and projects, and connect with the one-credit research course.	Additional funding for stipends for faculty, additional service-learning department staffing.	Fall 2012 and Spring 2013
New service-learning website.	Current website is hard to find because it is embedded in the center for community engagement's site and that focuses mostly on co-curricular service and student activities.	Work with a technical person who can design our website. Write and develop the content.	Staffing	Fall 2012
Development of new professional development workshops and updating the faculty toolkit.	Develop workshops for community partners planning to teach the IDS 102 courses. There needs to also be workshops for designed for new faculty and staff who are teaching the IDS courses as well as participating in the main service-learning program. Workshops need to be developed to demonstrate how SL supports the ISLO's as a way to assist faculty with the new general education recertification process. Toolkit needs updating to reflect a lot of recent changes.	Create program, market programs, and run programs.	Staff and resources for stipends.	Currently occurring and will continue through the summer 2012 and fall 2013.
Expansion of Project-Based Service-Learning.	This is a very flexible model of service learning and if students receive transcript credit for the work it will be more enticing.	Have developed a faculty form to apply the program (easy and short). Have written instructions for student and faculty. Am meeting with all assistant deans and several department heads to facilitate program.	Additional funding for stipends for faculty, additional service-learning department staffing.	In progress.
New marketing material and marketing plan.	The selection of service-learning opportunities has expanded and the structure of the department has changed so the marketing material is not accurate. In addition, it is the 20 th year anniversary so that needs to be promoted.	Work with publications to create new material.	Additional staff needed.	Summer 2012 and Fall 2012. (Has occurred and will continue.)

