1. Executive Summary

The Office of Service Learning supports the development and implementation of service learning and community-based learning experiences in academic courses and programs of study at Loyola University New Orleans. OSL’s goal is to bring education to life by connecting the classroom to community needs. OSL supports and enacts Loyola’s Jesuit mission of forming students toward social responsibility and a concern for justice and the common good.

In 2011-2012, 754 unique students (nonduplicated) had 920 SL experiences. 70 service learning courses were taught by 36 faculty members in 20 different departments and programs. 23,253 hours of service learning were documented on behalf of 56 unique partner agencies. This represents an in-kind contribution to the greater community worth $443,202.18.1 OSL played the primary management and facilitation role in all of this service learning activity.

New initiatives with community partners in 2011-2012 included focus groups, capacity-building workshops, and mini-grants for supplies & equipment. Also in 2011-2012, the Service Learning Faculty Advisory Committee approved newly-expanded course criteria. Grant monies funded five course development stipends which will result in the creation of five new service learning courses. Also using grant monies, OSL administered the inaugural Faculty Community Engagement Award. Two new transportation support programs were piloted for students: a ridesharing incentive program and a cabshare program. OSL also employed student interns for the first time in the summer of 2011-2012. Finally, OSL led the effort to restructure and expand the Community Based Federal Work Study Program (CBFWS), which matches students with part-time off-campus jobs in local nonprofit agencies.

OSL continued its cycle of ongoing assessment in 2011-2012 by administering twice-yearly surveys of service learning students and faculty and annual surveys of community partners. Dissemination of the results was expanded. This year, in addition to faculty receiving individualized survey data reports comparing their students to the overall pool of service learners, community partners received similarly individualized reports. The goal of this is to provide faculty and community partners with actionable feedback to improve the all-around service learning experience for students. A five-year, longitudinal, mixed-method study of the impact of service learning at Loyola has begun, led by Loyola’s Community Engagement Research and Assessment Director (CERAD).

2. Unit summary and Assessment Results

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1 In 2010, an hour of volunteer labor in the state of Louisiana was valued at $19.06, according to Independent Sector and the Corporation for National and Community Service, the federal government’s service arm.
2.1 List of all personnel and associated position titles 2011-2012

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Status</th>
<th>Position Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christenson, Jennie N</td>
<td>PT</td>
<td>Admin Asst III</td>
</tr>
<tr>
<td>Brotzman, Kelly L</td>
<td>FT</td>
<td>Director of Service Learning</td>
</tr>
</tbody>
</table>

2.2 Personnel headcount by status over last four academic years

<table>
<thead>
<tr>
<th>STAFF</th>
<th>FY 08-09</th>
<th>FY 09-10</th>
<th>FY 10-11</th>
<th>FY 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time staff</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Part-time staff</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total FTE staff</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
<td>1.5</td>
</tr>
</tbody>
</table>

2.3 Aggregated results on relevant surveys

The following selected NSSE items show that OSL is contributing to university-wide achievements in relevant learning areas. 6 of the 7 items show very favorable (***)) differentials between Loyola and its AJCU, Carnegie and peer institutions.

<table>
<thead>
<tr>
<th>Loyola</th>
<th>Jesuit</th>
<th>Carnegie</th>
<th>Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participated in a community-based project as part of a regular course</td>
<td>FY 2.04</td>
<td>FY 2.14***</td>
<td>FY 1.75</td>
</tr>
<tr>
<td>Part.</td>
<td>SY 1.76</td>
<td>SY 2.14 ***</td>
<td>SY 1.75</td>
</tr>
<tr>
<td>Participation in community service/volunteer work</td>
<td>FY 0.66</td>
<td>FY 0.46***</td>
<td>FY 0.36***</td>
</tr>
<tr>
<td>Part.</td>
<td>SY 0.71</td>
<td>SY 0.73</td>
<td>SY 0.73</td>
</tr>
<tr>
<td>Loyola fosters contribution to community welfare</td>
<td>FY 2.99</td>
<td>FY 2.87</td>
<td>FY 2.45***</td>
</tr>
<tr>
<td>Part.</td>
<td>SY 3.03</td>
<td>SY 2.94</td>
<td>SY 2.49***</td>
</tr>
<tr>
<td>Loyola fosters actively working for social justice</td>
<td>FY 3.07</td>
<td>FY 2.95</td>
<td>Na</td>
</tr>
<tr>
<td>Part.</td>
<td>SY 2.98</td>
<td>SY 2.91</td>
<td>Na</td>
</tr>
<tr>
<td>Loyola fosters the ability to look critically at society/institutions</td>
<td>FY 3.16</td>
<td>FY 3.04</td>
<td>Na</td>
</tr>
<tr>
<td>Part.</td>
<td>SY 3.41</td>
<td>SY 3.08***</td>
<td>Na</td>
</tr>
<tr>
<td>Understanding of people of other racial/ethnic backgrounds</td>
<td>FY 2.94</td>
<td>FY 2.85</td>
<td>FY 2.71**</td>
</tr>
<tr>
<td>Part.</td>
<td>SY 3.13</td>
<td>SY 2.86**</td>
<td>SY 2.70***</td>
</tr>
<tr>
<td>A Loyola education fosters complex real-world problem solving skills</td>
<td>FY 2.84</td>
<td>FY 2.78</td>
<td>FY 2.72</td>
</tr>
<tr>
<td>Part.</td>
<td>SY 3.17</td>
<td>SY 2.95**</td>
<td>SY 2.83***</td>
</tr>
</tbody>
</table>

2.4 Other in-house studies and inventories

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\(^2\) OSL employed a full-time Americorps/VISTA member in FY 09-10 and FY 10-11 as Program Coordinator. This is not reflected on Loyola payroll records. The placement of Americorps/VISTA members in service learning offices of Louisiana colleges & universities by Louisiana Campus Compact was discontinued in August 2011.

2.5 Student Learning Outcomes

OSL has laid out the following learning outcomes for students:

a. Students will make connections between course content and service learning experiences.
b. Students will strengthen their understanding of social justice.
c. Students will explore the root causes of social problems.
d. Students will understand the distinction between service and social change.
e. Students will critically examine personal values and beliefs.
f. Students will learn to appreciate diversity.


2.6 Key performance indicators

OSL regularly measures the following key indicators: # of service learning courses, # of service learning students, # of documented service learning hours (and in-kind value), # of community partners and # of department/programs offering designated service learning courses.

One important indicator for Loyola University as a whole since the post-Katrina relaunch of OSL in August 2008 is the percentage of graduating seniors who have had a formal service learning experience at some point during their Loyola education. This indicator is trackable using SIS and service learning transcript notations. As of 2011-2012, it is now officially more likely than not that a graduating senior will have had a service learning experience during her academic career at Loyola. 57% of graduating seniors in 2012 had earned service learning transcript notations (26% of graduating seniors had earned more than one transcript notation, meaning that they had more than one service learning experience). This is more than double the number from 2010, when just 28% of graduating seniors had a formal service learning experience. This means that OSL has achieved its goal of making service learning a natural and expected part of a Loyola education. We project that this figure will level off at 65-70% over the next two years. Since it has never been Loyola’s goal to require service learning across the board or to mandate 100% participation, this projection represents a highly satisfactory outcome.

3. Summary of Achievements and Committee Service

3.1 General

In 2011-2012, OSL was used as a model program for two similar programs at AJCU peer institutions: the College of the Holy Cross’ Donelan Center for Community Based Learning, which relaunched under new leadership, and Lemoyne University’s Office of Service Learning, which underwent a major leadership transition as well.
OSL was also awarded two grants in 2011-2012: an Impact Grant from the Blue Cross and Blue Shield Foundation of Louisiana ($20,000) and a Freeport McMoRan charitable grant ($18,000). The former funded 9 mini-grants to community partners for supplies & equipment totaling $2900.00, 3 transportation support programs for students and five $1200 course development stipends to the following Loyola faculty members: Sylvester Tan, SJ, Lisbeth Philip, Nathan Henne, Kimberlee Mix, and Artemis Preeshl. It also funded the first-ever Faculty Community Engagement Award, which was given to Dr. Patricia Dorn in May 2012 to honor her holistic commitment to community engagement in teaching, research and service. The latter grant, while awarded last year, will be disbursed in November 2012.

Four Loyola faculty members attended the Gulf South Summit, an important regional conference in the field of community engagement, and two of these faculty members delivered a co-authored paper at the conference (Dr. Cathy Rogers and Prof. Valerie Andrews, School of Mass Communications). OSL’s director, Kelly Brotzman, was selected as a manuscript reviewer for the Journal of Higher Education Outreach and Engagement, a top journal in the field published through the University of Georgia. Kelly successfully submitted research paper proposals to two conferences: the International Association for Research on Service Learning and Civic Engagement, and the AJCU Commitment to Justice conference. These presentations will take place in September 2012 and July 2013.

3.2 Committee service

OSL Director Kelly Brotzman served on the following committees in 2011-2012:

- Benson Center Design Committee, 2011-present (UI)
- Community Based Federal Work Study Task Force (chair), 2011-present (UR, ST, ED)
- University Campaign Council (SG, UR)
- JSRI Strategic Planning Team, 2011-2012 (UR, UI)
- Center for Faculty Innovation Advisory Committee, 2011-present (ED, SG)
- Primary liaison to Campus Compact, Carnegie Community Engagement Working Group, and NERCHE, 2008-present (ED, UR, ST)
- Women’s Resource Center Advisory Group (UI, ED, ST)

4. Strategic planning and goals for 2011-2012

Strategic planning within OSL falls into two categories: (a) the formation of general goals which guide the design and delivery of OSL’s programs and services; and (b) strategic planning for community partnerships. The former is directly derived from Loyola’s current institutional strategic plan and directly supports the priorities outlined in this plan. The latter takes place through ongoing consultation with community partners, faculty and students and assessment of mutual needs and capacities.

4.1 General strategic goals

General goals for OSL since 2008 have included making significant and demonstrable contributions to all three of the main areas of emphasis in Loyola 2012 (reputation/stature, retention and enhancing Jesuit values). The unit has achieved this
by following two strategic priorities: (a) focusing on increasing the quality of service learning at Loyola as distinct from and related to the quantity of service learning at Loyola; and (b) designing and administering comprehensive assessment tools and impact measurements across the board.

4.2 Strategic goals for community partnerships

Strategic planning for community partnerships since 2008 has had a similar focus: maximizing the impact of community partnerships rather than maximizing the number of community partnerships. OSL strives to make focused, compound investments in a core group of high invested community-based organizations with which we can have sustainable, long-term relationships (4 years or more). Partnership efforts are guided by three priorities: (a) potential for sustainability; (b) mutual investment and mutual need; and (c) alignment with Loyola’s mission.

4.3 Specific tactics and initiatives 2011-2012

In line with its strategic goals, OSL laid out the following specific tactics for 2011-2012:

a. Work to establish more meaningful connections between OSL and Boggs/Twomey/Intercultural/Upward Bound, JSRI, etc. Contribute to greater cohesion among community engaged units at Loyola. Collaborated with other community engaged units on several committees. Talks begun with Upward Bound about CBFWS.

b. Continue working with CERAD and Mission & Ministry staff to identify a web-based software or database package which would allow for uniform university-wide tracking and assessment of community engagement. Purchase and/or subscribe. Accomplished; CBISA now in use by CERAD to track community engagement.

c. Work with SLFAC to develop a faculty handbook to more precisely explain rules, regulations, policies and procedures regarding service learning. Accomplished. SLFAC preferred a list of course criteria to a handbook. Criteria are now widely disseminated and online at: http://www.loyo.edu/servicelearning/service-learning-course-criteria

d. Work to establish a faculty research group specifically designed to provide support and mutual accountability for faculty members working on community engaged or community-based research/scholarly projects. Faculty expressed preference for support through professional development (conference attendance, manuscript preparation). 5 faculty members attended community engagement conferences with OSL financial support in 2011-2012.

e. Study and research one new “priority area” to guide community partnership development efforts. Candidates: arts, adult literacy. SLFAC recommended adopting both priority areas.

5. Assessment

5.1 Assessment activities 2011-2012
Assessment within OSL follows the plan outlined in “Framework for Service Learning Assessment.” OSL continued its cycle of ongoing assessment in 2011-2012 by administering twice-yearly surveys of service learning students and faculty and annual surveys of community partners. With every deployment, these surveys are reviewed and redesigned to measure student learning goals, faculty outcomes, and community impact more accurately and in greater detail. In addition, Loyola’s Community Engagement Research and Assessment Director, Ms. Heather Mack, has initiated a five-year longitudinal study of the impact of Loyola’s service learning program. This will be a mixed-method study including focus groups, interviews, document analysis, and analysis of quantitative data. The study will be completed in August 2013.

5.3 Results


5.4 Use of results

Results of OSL’s in-house assessment surveys were used to enhance OSL’s overall operations, specifically the disbursement and structure of transportation supports for students, training and education efforts with community partners and faculty, and outreach to new constituencies. For example, student surveys showed that 89% of students reported that they engaged in at least one form of structured reflection in their service learning class. However, most students reported one-time, one-method reflection. A faculty development series in 2012-2013 will encourage continuity of reflection (before, during and after a service learning experience) and the importance of using a combination of reflection methods (verbal, written, performance, presentation, etc). To take another example, assessment surveys informed the expenditure of grant monies. Faculty surveys showed support for course development stipends as a way to stimulate the growth of new service learning courses. Five stipends were disbursed with grant monies in 2011-2012. Student surveys show that transportation continues to cause problems, both logistical and pedagogical. Grant monies were used to pilot three new transportation support programs in 2011-2012.


6.1 Operating

OSL’s operating budget in 2011-2012 was $20,000. The single biggest obstacle to the adequacy of the service learning budget is transportation. Approximately 35% of OSL’s operating budget was spent on direct and indirect costs providing transportation resources to Loyola service learning students in 2011-2012. This includes purchasing and distributing RTA tokens, maintaining Cycloserve bicycles, paying rental fees to other Loyola departments one-time use of vans, and many other supports. Transportation is a university-wide concern at Loyola. Critical shortages in transportation resources are cause for concern for service learning students, parents, faculty and community partners. It is imperative that the university address this in a coordinated, centralized fashion. Aside from transportation, OSL’s largest expense is office supplies and printing (25%). Large events such as the twice-yearly SERVE fair accounted for 15% of OSL’s 2011-2012 operating budget. The remaining 25% was
accounted for by miscellaneous costs, including postage, subscriptions, meetings and meals with committees and partners, office technology, professional development, etc.

For each of the previous 3 fiscal years, OSL had been allocated $5,000 from the QEP budget to fund faculty development efforts. This allocation was not made in 2011-2012. Hence in 2011-2012, ordinary operating funds had to be re-allocated to fund faculty development. For this reason, major stipendiary workshops could not be offered. Smaller seminar series were offered instead. Luckily, grant funds were obtained to support more substantial faculty development initiatives such as course development stipends, the faculty community engagement award, and community engaged scholarship support.

Loyola’s service learning program is currently five times larger than it was when it was re-launched in 2008 with an annual operating budget of $11,000. To be adequate, keep pace with program growth, and match peer institutions, OSL’s annual operating budget should be $35,000-$50,000.

6.2 Salaries/personnel

The Office of Academic Affairs granted OSL a 0.5FTE Administrative Assistant position in 2011, bringing total salaries up to $85,000. In addition, OSL was able to employ 3 student interns in the summer of 2012 due to a special $5,000 allocation. This allocation has not been made for 2012-2013, so interns cannot be employed. Given that in 2009-2010 and 2010-2011, OSL operated with a functional 2.0FTE staff (including a full-time Americorps/VISTA position not reflected on Loyola’s payroll), this represents an overall decrease in staff.

OSL requested an increase from 0.5FTE to 0.8FTE for its administrative assistant. This increase has not been granted on a permanent basis, but OSL was granted permission to use grant money to fund the increase temporarily.

To be adequate, keep pace with program growth, and match peer institutions with similar service learning volume, OSL’s staff should be 3.0-4.0FTE.

7.0 Supporting Documents (intranet links)

7.1 2011-2012 OSL Assessment Report
7.2 Statement of Goals
7.3 Framework for Service Learning Assessment