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 goals are (1) to bring higher education to life by connecting the classroom to community needs; (2) to enact Loyola’s Jesuit mission of forming students toward social responsibility and a concern for justice and the common good; and (3) to contribute to a culture of high-quality, social justice oriented community engagement at Loyola. The Office of Service Learning is located within the Office of Academic Affairs. OSL’s director reports to the Vice Provost for Faculty Affairs.

In 2012-2013, 602 unique students had SL experiences. 59 service learning courses were taught by 34 faculty members (10.2% of FTE undergraduate faculty) in 18 different departments and programs. 20,265 hours of service learning were documented on behalf of 56 unique partner agencies. This represents an in-kind contribution to the greater community worth $391,618. OSL played the primary management and facilitation role in all of this service learning activity.

Unit Profile Summary

Personnel and associated position titles 2012-2013: 1.8 FTE
Alpaugh, Jennie N, FT (30 hrs/wk), Admin Asst III
Brotzman, Kelly L, FT, Director of Service Learning

Personnel headcount by status over last five academic years
FY 0809: 1.3 FTE (1.0 FT director, 0.3 PT shared Admin Asst)
FY 0910: 2.0 FTE (1.0 FT director, 1.0 FT Americorps/VISTA Program Coordinator)*
FY 1011: 2.0 FTE (1.0 FT director, 1.0 FT Americorps/VISTA Program Coordinator)*
FY 1112: 1.5 FTE (1.0 FT director, 0.5 PT Admin Asst)
FY 1213: 1.8 FTE (1.0 FT director, 0.8 FT Admin Asst @ 30 hrs/wk)

*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, since this employee was not paid by Loyola but by the federal government. The placement of Americorps/VISTA members in service learning offices of Louisiana colleges & universities by Louisiana Campus Compact was discontinued in August 2011. Louisiana Campus Compact disbanded in 2012 on the recommendation of most member institutions, including Loyola.

Faculty Staff Profile

In 2012-2013 OSL had no FTE faculty and no budget for faculty salaries or stipends. In 2012-2013 OSL had 1.8 FTE staff, including one director and one administrative assistant at 30 hours/week. By any reasonable comparative measure, OSL is significantly understaffed. See pages 8 and 9 of OSL’s Five Year Program Review submitted to SCAP in spring 2013 for details. (Link requires a Loyola username and password.)

Goals for Current Academic Year

Planning within OSL is done in consultation with its two key committees: the Service Learning Faculty Advisory Committee and the Community Partners Council. The following goals have been approved by both committees for all three of OSL’s main stakeholder groups, and they guide all planning decisions:

Goals for service learning students

1. Students will make connections between course content and service learning experiences.
2. Service learning will strengthen students’ understanding of social justice.
3. Service learning will help students explore root causes of social problems.
4. Service learning will help students understand the distinction between service and social change.
5. Service learning will help students critically examine their personal values and beliefs.
6. Service learning will help students learn to appreciate diversity.

Goals for service learning faculty

1. Faculty will find the experience of teaching a service learning course satisfying.
2. Faculty will feel confident about possessing the skills to teach a service learning course effectively.
3. Faculty will be able to articulate their service learning goals for any SL course they teach.
4. Service learning will help advance faculty careers and stimulate their productivity.
5. Sufficient rewards and incentives will exist to attract faculty to service learning and community engagement. Existing disincentives will be identified and minimized.

Goals for service learning community partners

1. OSL will help build community partners’ capacity to promote positive social change.
2. Community partners’ ability to leverage their relationship with Loyola will be strengthened.
3. Community partners will learn how to access resources at Loyola beyond just student volunteers.
4. Community partners’ connections to one another will be strengthened.

Understanding that OSL is only one part of Loyola’s larger community engagement profile, OSL also plays a key role in institution-wide community engagement planning. Recent, OSL was one of several units at Loyola to endorse and participate in the formation of university-wide community engagement objectives. These mirror OSL’s own program-specific goals:

Students

Level 1: Students will have an introductory familiarity with social justice and be able to identify injustice. Students will be prepared to begin examining the consequences of their own choices for the well-being of others.
Level 2: Students will have a more sophisticated understanding of social justice, with the ability to identify root causes of injustice and recognize effective methods for preventing and responding to injustice. Students will explore the boundaries of their empowerment in shaping social conditions.
Level 3: Loyola graduates will have a moral compass to navigate the complex path to a more just world; including an advanced understanding of social justice, and the ability and commitment to contribute to social justice in their personal, professional and spiritual lives.

Community

Near term: The community will look to Loyola to provide effective and useful services to alleviate persistent community needs.
Medium-term: Sustainable campus-community partnerships will help build the community’s capacity to address injustice and meet its own needs. The pool of community members advocating a more just world will increase.
Long-term: Systems affecting, and social norms surrounding, social justice and injustice, will be improved.

Institution

Loyola’s community engagement policies and procedures will reflect its Jesuit values.
Loyola’s strategic priorities will embody the commitment to community engagement in the university’s mission.
Loyola will be a model Jesuit university, having earned distinction as an anchor institution “with and for” the community.

OSL is currently in the concluding stages of its 2008-2013 strategic plan (link requires Loyola username and password), which was implemented when OSL relaunched after a three-year post-Katrina hiatus in August 2008. The plan was designed to dovetail with Loyola 2012, the institutional plan which was being formulated and rolled out at that time. OSL aimed to “make significant and demonstrable contributions to achieving all three strategic priorities [reputation/stature, retention, Jesuit values] by designing and delivering its programs and services in line with the following two interlocking priorities:

Focus on the quality of service learning at Loyola, as this is distinguished from but also related to the quantity of service learning at Loyola. In addition to implementing accurate and
comprehensive tracking mechanisms, OSL will assess the impact of service learning activities on students, community partners, and other constituents. In other words, OSL will
monitor not just how much service learning is happening at Loyola, but also how well those service learning activities are succeeding.

Design comprehensive assessment tools to measure quality. Quality measures for students will be centered around integrative learning and formation toward Jesuit values (e.g., social
justice). Quality measures for community partners will be centered around depth and sustainability of partnerships, effective collaboration, and capacity-building. Quality measures for
faculty will be centered around impact on teaching, scholarship and service.

OSL has substantially achieved these goals. See page 2 of OSL’s Five Year Program Review submitted to SCAP in April 2013 for details on its contributions to Loyola 2012 (link requires
Loyola username and password).

The next strategic planning cycle for OSL will begin when QEP and institutional strategic priorities have been established. Once again, OSL’s planning will be designed to dovetail with these
larger processes.

4.0 Budget for Current Academic Year

Operating

OSL’s operating budget in 2012-2013 was $20,000, although this was reduced by 10% in October 2012 due to university-wide cuts, for an effective annual budget of $18,000.

The single biggest obstacle to the adequacy of the service learning operating budget every year for the last five fiscal years has been transportation. Approximately 35% of OSL’s operating
budget in 2012-2013 was spent providing transportation resources to Loyola service learning students in 2012-2013. 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.

More importantly, lack of adequate transportation resources for students is a university-wide concern at Loyola. Critical shortages in this area have been consistently mentioned in assessment
surveys as a cause for concern for service learning students, faculty and community partners. It is also a concern for parents. It is imperative that the university address transportation in a
coordinated, centralized fashion.

Aside from transportation, OSL’s largest expense in 2012-2013 was 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
and professional development.

Without access to one-time grant funds which are currently mostly expended, OSL would not have been able to offer any significant faculty development programs. Using grant funds, OSL
was able to offer professional development stipends to five faculty members to attend conferences and seminars to strengthen their community engagement practice, and research fellowships
to two faculty members to complete community engaged scholarly projects. Having dedicated annual funding for these kinds of faculty incentives and development would greatly improve
OSL’s operations.

To be adequate, keep pace with program growth, and match peer institutions, OSL’s annual operating budget would ideally be $35,000.

Salaries/personnel

1.5 FTE positions in OSL (one exempt, one hourly/nonexempt) were budgeted at $86,016 in 2012-2013. The remaining 0.3FTE position was funded temporarily through one of OSL’s grant
accounts. In addition, OSL was allocated $5000 in 2012-2013 for student assistants. This funded three summer interns who greatly assisted with OSL’s partnership development and data and
assessment efforts.

To be adequate, keep pace with program growth, and match peer institutions with similar service learning volume, OSL’s staffing should increase. Ideal staffing would be 3.5 FTE.

5.0 Assessment Report

OSL continued its cycle of ongoing assessment in 2012-2013 by administering twice-yearly surveys of service learning students and annual surveys of community partners. Surveys were
partially redesigned to align more precisely with stated learning and partnership goals. Once again, both faculty and community partners received individualized survey data reports comparing
their students to the overall pool of service learners. The goal of this process is to provide faculty and community partners with actionable feedback to improve the all-around quality of the
service learning experience for students. A five-year, longitudinal, mixed-method study of the impact of service learning at Loyola is in process, led by Loyola’s Community Engagement Research and Assessment Director (CERAD).

5.1 Student Aggregated Results on Relevant Surveys/ETS Results

The following selected NSSE items show that OSL is contributing to university-wide achievements in relevant learning areas. Items marked with asterisks show favorable differentials between Loyola and its AJCU, Carnegie and peer institutions.

<table>
<thead>
<tr>
<th>Item</th>
<th>Loyola FY</th>
<th>Jesuit FY</th>
<th>Carnegie FY</th>
<th>Peer FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participated in a community-based project as part of a regular course</td>
<td>1.95</td>
<td>1.69**</td>
<td>1.73**</td>
<td>1.91**</td>
</tr>
<tr>
<td></td>
<td>SY 2.12SY 1.97*</td>
<td>SY 1.81SY 1.91**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in community service/volunteer work</td>
<td>0.57</td>
<td>0.43***</td>
<td>0.50*</td>
<td>0.79</td>
</tr>
<tr>
<td></td>
<td>SY 0.75SY 0.72**</td>
<td>SY 0.59SY 0.79**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loyola fosters contribution to community welfare</td>
<td>2.92</td>
<td>2.86</td>
<td>2.83</td>
<td>2.87</td>
</tr>
<tr>
<td></td>
<td>FY 3.01SY 2.94</td>
<td>FY 2.95SY 2.87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loyola fosters actively working for social justice</td>
<td>2.81</td>
<td>2.88</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td></td>
<td>FY 3.11SY 2.93*</td>
<td>na</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loyola fosters the ability to look critically at society/institutions</td>
<td>2.98</td>
<td>3.02</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td></td>
<td>FY 3.35SY 3.11***</td>
<td>na</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of people of other racial/ethnic backgrounds</td>
<td>3.00</td>
<td>2.82*</td>
<td>2.74***</td>
<td>2.74***</td>
</tr>
<tr>
<td></td>
<td>FY 3.15SY 2.86***</td>
<td>FY 2.70SY 2.76***</td>
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</tbody>
</table>

5.2 Results of In-House/External Studies and Inventories

While OSL tracks many indicators each year, the following items are reported each year for OIRE’s overall dashboard of institutional KPI’s:

1. Number of departments/programs with SL courses annually (18 in 2012-2013)
2. Number of students participating in SL annually (602 in 2012-2013)
3. Percentage of FTE faculty teaching SL courses annually (10.2% in 2012-2013)
4. Percentage of graduating seniors with SL experience prior to graduating (65% in 2012-2013)
5. Percentage of community partners meeting 3-year sustainability standard (55% in 2012-2013)

A 20-page assessment report summarizing the result of OSL’s in-house assessments for 2012-2013 can be found here (link requires Loyola username and password - intranet page). This report lists 18 key findings about student learning outcomes and community partnership outcomes in light of program goals.

6.0 Summary of Achievements

Loyola was once again named a “Best College” for service learning in the 2013 edition of US News & World Report’s Best Colleges. This section of USNWR rankings lists the top 25-30 schools for particular cross-unit programs such as study abroad, writing across the curriculum, research, internships, etc.

Also in 2012-2013, OSL continued to lead the effort to expand and strengthen the Community Based Federal Work Study Program (CBFWS), which matches students with part-time off-campus jobs in local nonprofit agencies serving the public interest. 2012-2013 was the first time in approximately five years that Loyola has achieved compliance with the Department of Education’s statutory requirement that 7% of allotted FWS funds be spent on such positions. A functioning CBFWS Task Force, chaired by OSL’s director, meets regularly to manage and guide the program.

OSL’s director presented at four national conferences and meetings in 2012-2013:
In addition, OSL's director served on the following university committees, task forces and workgroups in 2012-2013:

- Community Based Federal Work Study Task Force (chair)
- University Campaign Council
- JSRI Advisory Committee
- Center for Faculty Innovation Advisory Committee
- Student Success Summit Instructional Effectiveness Work Group
- Community Engagement Working Group

OSL has also achieved great strides this year in solidifying more broadly institutionalized community partnerships which concentrate impact. Several partnerships are now shared between OSL, LUCAP, Social Justice Scholars, University Honors Program, and the Donnelley Center. In a show of unprecedented coordination, a five-unit, multi-year partnership has been formalized with Elevate New Orleans (mathematics center, honors program, Boggs Center, Monroe Library, and athletics are also partners).

7 Supporting Documents

Service Learning Supporting Documents

- Fall 12 SL Student Survey.pdf
- Goals for OSL 2012-2013.pdf
- Strategic Plan OSL.pdf
- Study of performance evaluations 1213.pdf