1.0 Executive Summary

Before the 2014-2015 academic year, a new director was hired to lead OCELTS. The transfer of leadership was facilitated by a transition period in which both the former director and the new interim director worked together. The change in leadership has been smooth.

Supporting service learning remains the office’s top priority. In addition, OCELTS supports community engaged research and scholarship efforts among faculty, manages the Community Based Federal Work Study (CBFWS) Program, monitors recertification standards for the Carnegie Elective Classification for Community Engagement, handles the processing and housing of MOU’s for the Certificate in Translation and Interpreting Program, and collects and documents student service hours for the Social Justice Scholars program.

OCELTS mission and vision statements follow:

Mission—The mission of the Office of Community Engaged Learning, Teaching and Scholarship (OCELTS) is to help Loyola embody the Jesuit vision of a university with and for local and global communities.

Vision—Driven by Loyola’s university-wide community engagement objectives, OCELTS’ vision is that all Loyola students, faculty, and staff will have the skills and willingness to navigate the complex path to a more just world, including an advanced understanding of social justice and the opportunity and commitment to contribute to social justice in their personal and professional lives. We envision a university which, through a strong network of sustainable, focused partnerships, makes a positive impact on the world through service, awareness, advocacy, and systemic change. In this vision, Loyola is distinguished as an anchor institution “with and for” its communities.

OCELTS is located within the Office of Academic Affairs and reports to the Vice Provost for Academic Affairs.

2.0 Unit Profile Summary

See the headcount below in 2.1, as well as a five year historical overview.
It is important to note that OCELTS has one ten-month who will now be a university contract employee. This employee is absolutely essential to assessing OCELTS programs and for providing the research and assessment necessary to guide the university toward eligibility and strong candidacy for community engagement accolades. As the university grapples with its current financial challenges, personnel changes will necessarily be made. It is imperative that as these changes are made, OCELTS maintains the services of a Research and Assessment Director.

2.1 Staff Headcount

In 2014-2015, OCELTS had no FTE faculty positions and no budget for faculty salaries or stipends.

Staff headcount over last five academic years

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 PT Admin Asst  
FY 1314: 3.0 FTE (1.0 FT director, 1.0 FT Admin Asst, 1.0 FT research/assessment specialist  
FY 1415: 2.8 FTE (1.0 FT director, 1.0 FT Admin Asst, 0.8 FT research/assessment specialist)

*The Office of Community Engaged Learning, Teaching, and Scholarship employed a full-time Americorps/VISTA member in FY1011 as Program Coordinator. This is not reflected on Loyola payroll records, since this employee was not paid by Loyola but by the federal government through a subgrant to the Louisiana Campus Compact. The placement of Americorps/VISTA members in service learning offices of Louisiana colleges and universities through this subgrant was discontinued in August 2011, and the Louisiana Campus Compact disbanded in 2012 in accordance with the recommendation of most member institutions (including Loyola).

3.0 Goals for Current Academic Year
1. Review all faculty surveys to determine what service-learning faculty’s highest needs are from OCELTS, and address those needs. Accomplished. What Service learning faculty desired most were additional resources on reflection, resources on community engaged research, and advocacy for the inclusion of community engaged research in promotion and tenure decisions. OCELTS added sections to the OCELTS website on reflection and community engaged research, and directed faculty presentations on both topics. OCELTS continues to advocate for the inclusion of CER in promotion and tenure considerations.

2. Review OCELTS mission, goals and objectives to determine if they are assessable, achievable, and appropriate. Accomplished. The ideas addressed in the mission, goals and objectives were appropriate, but needed to be revised so that they could be measured.

3. Review all service learning professor evaluations and course syllabi for the past year to determine if they are meeting service learning course criteria and using best practices. Address problems if necessary. Ongoing. All the evaluations, student surveys, and syllabi were reviewed. Some of the more common problems were addressed broadly in faculty sessions at the beginning of the semester. OCELTS will continue to find ways to improve the practices of service learning faculty with the weakest outcomes.

4. Recruit new service learning faculty. Ongoing. At the beginning of each semester, OCELTS sent a letter to all faculty quoting the research that shows the many benefits of service learning to faculty and students. In these letters, OCELTS listed all the ways that it can help faculty integrate service learning into their courses. This AY, two faculty members, who had previously not used service learning, included it in their courses. OCELTS is continuing to research ways to recruit new faculty. OCELTS’s efforts to recruit new faculty are necessarily stifled by the lack of institutionalization of community engagement, which is reflected in the lack of financial and professional incentives for this work amongst faculty.

5. Revise the placement process. Accomplished. There were certain policies and procedures outlined for the placement process. However, too many exceptions were being made, particularly to the deadlines. This created a large amount of additional work for OCELTS and confusion for our partners. We now allow no one to secure a late placement. Instead, OCELTS spent much more time with each class and each student before the deadline, guiding them through the placement process with longer, more detailed class visits, a new student handbook, and numerous personalized email and verbal communications. The changes were tremendously successful.

6. Review CBFWS employers and recruit more of the types of employers students seek out most often. Ongoing. OCELTS has reviewed the records for our current CBFWS employers and spoken to several CBFWS students to determine the types of agencies with which students most enjoy working. If we can have an attractive list of employers, OCELTS hopes we can increase the number of students participating in the CBFWS program. We have composed a list of potential employers and recruiting of new employers is going on at present.
7. Review the hours and shifts requirements for service learning to determine if they should be revised. Accomplished. We presently require students to complete a 15-20 hours per semester with no shifts requirement, although we strongly encourage 10 shifts. Some of our partners enforce their own hours and/or shifts requirement. OCELTS collected data showing the average number of shifts and hours for each class from the past three years and for each agency in that time period. OCELTS also interviewed students and received feedback from professors and agencies. All of this led to the conclusion that we currently have the best possible policy in place. Our students serve, on average, 9.1 shifts for 21.6 hours.

8. Advocate for better institutionalization of community engagement. Accomplished and ongoing. OCELTS consulted with service learning faculty, spoke with CRTC members at Loyola, and met with colleagues at other universities working on this issue. OCELTS met with the Deans and the Provost to advocate for and advise about the specific steps Loyola must take to make community engagement a central priority.

9. Review the last two and the upcoming application for the Carnegie Classification and have a clear understanding of the steps we need to take to complete the 2020 application and to be competitive for the award. Accomplished. Heather Mack has been a tremendous resource in this area.

10. Review all assessment tools to determine if they are meeting our needs and reflecting our objectives. Ongoing. Both the student survey and the student evaluation were revised to better reflect our objectives and to omit repetition. Tools used to assess how well OCELTS the needs of community partners and faculty are also being reviewed.

11. Formalize OCELTS director obligations to the Certificate for Translation and Interpreting Program (CTRIN). Accomplished. Now that CTRIN is fully functioning and doing well, OCELTS’ involvement needed to be reduced and formalized. Because CTRIN has limited staffing, the OCELTS director will continue to aid their program. The director will draft and sign the Memoranda of Understanding, and house those documents in the OCELTS office. CTRIN is unique among translation certificate programs in that it requires a substantial amount of community engaged work from its students. CTRIN, therefore, is a natural partner for OCELTS.

12. Find additional transportation solutions. Accomplished and ongoing. OCELTS met with the director of Tulane’s Transportation department to learn more about their shuttle service and how they transport service learners. Loyola students pay for, but underutilize, the Tulane shuttle service. On each agency page, we now include how students can use the shuttle service to get to that agency. We are also reapplying for the Freeport grant that helped pay for transportation assistance in the form of gas cards, bus passes, and streetcar tokens for the last two years.

13. Work to establish more meaningful connections between OCELTS and the Boggs Center and Center for International Education. Accomplished. Although OCELTS did work to create a better connection with the Boggs Center, little came of it due to the criteria the Boggs Center director set for collaboration. OCELTS did provide a link to their website on OCELTS’ new Community Engaged Research page. OCELTS and the CIE are currently working on a service learning component for the core course that Loyola students take in the Ecuador program.

In addition to these operating goals for the office, OCELTS continues to hold the following goals for its three key constituencies:
Student Goals
Students participating in service learning will:

1. Be able to explain the connection between course content and their service experiences.
2. Be able to paraphrase the definition of social justice.
3. Be able to give examples of the root causes of social issues.
4. Be able to differentiate between service and social change as they relate to their service learning experience.

Faculty Goals
Faculty participating in service learning will:

1. Consider the benefits to themselves and their students gained through service learning to be worth the time and energy they invest in it.
2. Include a service learning-relevant student learning objective on their service learning course syllabi.
3. Be satisfied with the degree to which service learning contributed to their students’ achieving a course’s learning outcomes.
4. Be able to explain how their service learning course contributes to OCELTS’ goals for service learning students.
5. Be able to explain how their students’ service is intended to affect the community partner agencies they served.

Community Partner Goals
Community partner agencies will:

1. Articulate an intended objective for their agency that should result from its participation in service learning.
2. Be able to name an indirect benefit to their agency due to being a part of the Loyola community.
3. Describe their experience of accessing additional Loyola community resources as manageable or easy.
4. Identify two other Loyola community partner agencies with which it has developed or strengthened its relationship because of its partnership with OCELTS.

4.0 Budget for Current Academic Year

Operating
OCELTS’s operating budget in 2014-2015 was $22,000. OCELTS’s largest expense in 2014-2015 development at 23.78%. Development included conferences, faculty development, and staff development. Development was particularly important in 2014-2015 since there was a new director of OCELTS, new policies and procedures for the service-learning faculty, and a new database being used by OCELTS staff. Office supplies accounted for a large portion of our operating budget, 17.18%.

The next largest expenditure, 13.93%, included award and mini-grants to service learning faculty and community partners to support their community engagement projects with Loyola students. Another 13.89% was spent on printing and postage, including all of the written materials used to instruct our students and community partners about the service learning and CBFWS programs. 13.82% of the operating budget was spent on transportation assistance. Providing transportation supports to service learning and CBFWS students accounts for a significant portion of our budget, including purchasing and distributing RTA tokens and bus passes, purchasing and distributing prepaid gas cards, and maintaining Cycloserve bicycles. Lack of adequate transportation supports for students is a university-wide concern at Loyola. It is imperative that Loyola address the transportation needs of its students in a coordinated, university-wide fashion, particularly since experiential learning is a focus of the new strategic plan and is the focus of the Quality Enhancement Plan. The university clearly wants to increase participation in experiential learning programs, many of which include off-campus components. To do so we must dedicate more financial resources to transporting the students to these experiential learning sites.

A significant portion of our budget, 10.33%, is dedicated to OCELTS’s two major events (the Serve Fair, held at the beginning of each semester). The Serve Fair is essential to the facilitation of Service learning placements and it provides one of the few opportunities for service-learning faculty to meet community partners in person. The remainder of the budget was spent on computer software, subscriptions, and mileage

**Salaries**

FTE positions in OCELTS (1.0 FT exempt, 1.0 FT non-exempt, 0.8 FT exempt) were budgeted at $138,723

### 5.0 Assessment Report

OCELTS continued its ongoing cycle of ongoing assessment in 2014-2015 with twice yearly surveys of service learning students and annual surveys of community partners. 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 actionable feedback to improve the all-around quality of the service-learning experience for students. In addition, OCELTS required CBFWS employers to complete yearly student performance evaluations with student employees.

Full assessment results are available in OCELTS’ 2014-2015 Cumulative Assessment Report on OCELTS's intranet at [www.loyno.edu/engage](http://www.loyno.edu/engage) (password required to access intranet).

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<tr>
<th>Outcome</th>
<th>Assessment Method</th>
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<tr>
<td>Students will be able to explain the connection between course content and service learning experiences.</td>
<td>Survey administered to all service learning students</td>
<td>87% of students agreed or strongly agree that they could easily make connections between their service experience and course content in their writing assignments. 92% agreed or strongly agreed that what they were supposed to learn from their service was clear.</td>
<td>Continue to assist service learning faculty in course design and service learning pedagogy through one-on-one instruction and/or faculty development</td>
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<td>Students will be able to paraphrase the definition of social justice.</td>
<td>Survey administered to all service learning students</td>
<td>91% of students reported that their service learning experience increased their awareness of a social issue. The large majority of students acted on that new awareness to rethink the issue and to consider how the choices they make every day affect those with less.</td>
<td>Alter the survey slightly so that we can determine if students not only feel they are more aware of social issues, but also if they can specifically offer an accurate definition of social justice.</td>
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<td>Students will be able to give examples of the root causes of social issues.</td>
<td>Survey administered to all service learning students</td>
<td>91% of service learning students were able to choose one of several valid root causes of a given social problem.</td>
<td>Continue to assist service learning faculty in course design and service learning pedagogy through one-on-one instruction and/or faculty development.</td>
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<td>Students will be able to differentiate between service and social change as they relate to their service learning experience.</td>
<td>Survey administered to all service learning students</td>
<td>70% of service learning students were able to differentiate between social change and service</td>
<td>In faculty development, we will give additional attention to how service-learning faculty may better address this particular topic.</td>
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<td>CBFWS students will gain work experience and professional skills</td>
<td>CBFWS employers completed performance evaluations on each CBFWS employee</td>
<td>According to several measures of general performance, professionalism, and job skills the large majority of CBFWS employees are meeting or exceeding expectations</td>
<td>Continue the method we have in place for placing CBFWS students with employers. In addition to tracking their performance, in the future we intend to assess to what degree the jobs of the CBFWS students affected their future career plans.</td>
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### 6.0 Summary of Achievements

- OCELTS’s office manager serves on the advisory committee for Tulane University’s Center for Engaged Learning and Teaching
- OCELTS’ research and assessment director continued to serve on the AJCU Commitment to Justice Conference’s Steering Committee.
OCELTS’s research and assessment specialist was funded to participate in the Catholic Social Teaching Project being run out of the University of Notre Dame.

OCELTS’s research and assessment director served on the JSRI’s Advisory Committee

OCELTS’ interim director accepted an invitation attend the Heartland Delta Conversations Convention.

OCELTS led the effort to submit a successful application on Loyola’s behalf for the President’s Higher Education Community Service Honor Roll.

OCELTS’s interim director served on the following university committees:

Community Based Federal Work Study Task Force
Center for Faculty Innovation Advisory Committee
Leadership Team for the Quality Enhancement Plan (QEP)

Community Engaged Learning, Teaching and Scholarship Supporting Documents

2014-2015.docx
CBFWS perf eval.pdf
CP survey.pdf
HMackConsulting - Community Partnership Rubric - Fillable.pdf
PHEHR Press Release.docx
SL perf eval.pdf